DOCUMENT RESUME

ED 181 299 CE 023 873

AUTHOR Magyar, Susan L.; Walsky, Anne M.
TITLE Working in the World of Children.
INSTITUTION Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.
SPONS AGENCY New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE Sep 79
NOTE 130p.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Career Awareness; *Child Care; Child Care Centers; *Child Care Occupations; Child Development; Curriculum Guides; Experiential Learning; Grade 9; Junior High Schools; *Learning Activities; Parenthood Education; *Prevocational Education; *Vocabulary Development

ABSTRACT

This curriculum guide is designed to create a pre-vocational awareness in the area of child care for students in ninth grade. The program covers both preparation for parenthood and occupational possibilities in this field. The twenty-nine, easy-to-read lessons have been divided into the following six units: (1) child care careers; (2) understanding your personal development; (3) working with children; (4) setting up a child-care facility; (5) family and society; and (6) entering the world of work. Each lesson includes objectives, vocabulary lists, informational content, illustrations, related forms, and learning activities. Some of the units include pre- and posttests. Several evaluation forms and a questionnaire are appended. It is suggested that the curriculum be taught in conjunction with the operation of a child-care facility within the school in order to give the students firsthand experience. (BM)

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ED181299

CE 023 873

State of New Jersey
Department of Education
Division of Vocational Education
and Career Preparation

Working in the World of Children

Susan L. Magyar, Instructor
Central Junior High School
Montville, N.J.

Anne M. Walsky, Instructor
Elizabeth High School
Elizabeth, N.J.

Cover Illustration – Mel Weiss

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September 1979

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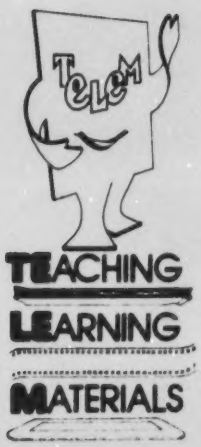

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To the Teacher

This course is designed to create a pre-vocational awareness in the area of child care for students in the ninth grade. Those who enroll should be interested in exploring all phases of child development and should enjoy working with young children on a regular basis. It is a program that offers both preparation for parenthood and occupational possibilities within this field.

The lessons have been written for easy reading and understanding. It is strongly recommended that the class first discuss the meanings of all the vocabulary words (listed and defined at the beginning of each lesson), to insure that the students understand them before reading the lesson.

The following schedule is recommended for this exploratory course: The students will meet with the course teacher for the first six weeks of school. During this time the students will be exposed to various career opportunities, phases of child development, and techniques for working with young children (Units I through III). After the six weeks, the students will meet with the course teacher two days a week to further explore the areas of working with children, setting up the child-care facility, the child as a member of a family and of society, and entering the world of work. For the other three days of each week, the students will be assigned to a nearby nursery school, an elementary school, a hospital, or a day-care facility.

In some cases the individual lessons (especially those in Unit II) may skim lightly over a topic. Additional information on these topics may be found in many instructional materials and texts related to child development. The individual teacher can expand upon these lessons as s/he so desires.

In order to completely fulfill the goals of this curriculum, we feel it would be beneficial to establish a child-care facility within the school. Students will then have opportunities to observe and work with children at first hand and under direct supervision, preferably for a full month. This facility will be planned and operated by the students enrolled in this course. It will provide the opportunity to put academic learning into immediate practice.

A further purpose of the course is to give the students an insight into their own development through expanding their knowledge of young children.

Jobs in Child Care — Lesson 1

Objective: From a given list, the student will be able to correctly match at least 10 child-care careers with their definitions.*

Words to Know:

adolescent	growing up to manhood or womanhood. Also, a person who has started to mature but is not yet an adult — roughly between the ages of 11 to 19 years.
career	occupation; way of making a living in a particular type of work.
handicapped	not able to perform normally. Handicapped people include the physically disabled, mentally retarded, or socially maladjusted.
occupation	one's work, trade, or business
personal interview	a private talk with an employer about a job
prenatal	before birth
profession	an occupation requiring special knowledge and at least a college education, for example: teacher, librarian, doctor
rewarding	giving satisfaction; valuable
skill	ability gained by practice or knowledge. The ability to do a thing well with one's body or with tools.

Information:

One of the most important decisions you will make in your lifetime is choosing your *career!* If you are satisfied and happy with the work you do, you will feel that your career is rewarding.

You have probably chosen this program because you feel you have an interest in working with young children. Such an interest is necessary if you are to have a successful career in the area of child care. Let's take a look at the many types of jobs available in this field and the training necessary for each job.

* See test at end of lesson. This should be given as a pre-test before the lesson is started.

Employment Opportunities in Child Care

Educational Level	Jobs
On-the-job training	Day-care aide, teacher's aide, library aide, nurse's aide
Special training in or after high school	Practical nurse, library assistant, salesperson, registered nurse.
College degree or higher degree	Teacher, dietician, librarian, home economist, social worker, psychologist, day-care center operator, guidance counselor, probation officer, pediatrician

Things To Do: From the jobs listed above, choose two that you would be interested in exploring.

1. Choose one of the careers mentioned above that is unfamiliar to you. Gather information from various sources (books, newspapers, personal interviews) and write a brief report describing the career. Include such information as starting salary and skills involved in the job.

2. Look at the want-ads section of your local newspaper. Cut out at least three ads related to the field of child care. The information that you find will be used as part of a class bulletin board.

3. Make up a list of five questions that you would use to interview someone in one of the child-care careers. For example: From whom do you get your instructions? Conduct a personal interview, using a tape recorder.

4. Find a partner to help you unscramble the following child-care careers (from the Employment Opportunities chart in this lesson). Next to each word tell briefly about the job.

   a. eachert

   b. tiedicina

   c. diatripecian

   d. tsychloogisp

   e. ayd-reca eiad

   f. srnue

   g. locias kworre

   h. senur's deai

5. Now take the post-test, "Exploring Careers in Child Care."

Exploring Careers in Child Care

(Pre- and Post-Test)

Directions: Match the following child-care careers with the phrase from Column II that *best* describes the duties of that particular career. Use each answer only once.

Column I	Column II
1. Practical nurse	A. Plans and supervises the preparation of nutritious meals for schools, hospitals, and other institutions.
_____ 2. School psychologist	B. Assists registered nurse: provides physical care of patient, takes temperature and blood pressure, makes the patient comfortable.
_____ 3. Social worker	C. Specializes in medical care for children from birth to adolescence.
_____ 4. Registered nurse	D. Specializes in the branch of medical care that deals with childbirth and prenatal care.
_____ 5. Home economist	E. Deals with people's minds, emotions, and behaviors, both normal and abnormal (not normal).
_____ 6. School librarian	F. Works directly with people to help them become better individuals, citizens, and family members. Helps those in need to find better housing and aid for health and emotional needs.
_____ 7. Probation officer	G. Works for a court or special agency. Supervises the behavior of a convicted offender who has been freed from jail before his/her time is up.
_____ 8. Obstetrician	H. Works with children aged 2–5. Teaches them how to play, share with others, appreciate music. Plans a play time, nap time, lessons and activities.
_____ 9. Dietician	I. Provides mental, physical, and emotional education for young children just before first grade. Instruction may include music, art, social studies.
_____10. Media technician	J. Manages the school library.
_____11. Pediatrician	K. Works with handicapped students.
_____12. Day-Care teacher	L. Plans daily activities and cares for children whose parents are not able to care for them during the day.

Column I (cont.)	Column II (cont.)
_____13. Nursery School teacher	M. Prepares students to meet their future responsibilities as family heads or members.
_____14. Buyer of children's clothes	N. Helps produce T.V. programs.
_____15. Special Education teacher	O. Selects children's clothes for department stores to sell.
_____16. Kindergarten teacher	P. Cares for patients in hospitals. Gives medicines and injections, assists with blood transfusions.

Knowledge + Skills + Personal Characteristics = Success on the Job **Lesson 2**

Objective: The student will be able to list at least six personal qualities which contribute to success on the job in child-care services.

Words To Know:

attitude	a way of thinking or feeling about something
decision	deciding, making up one's mind
evalulate	to find out the value or worth of something
interest	a feeling of wanting to know, do, own, or share in something
satisfaction	a pleased and contented feeling.

Information:

You have now had the opportunity to explore careers in child care. Let's see if you possess the interests and attitudes necessary for doing a good job when working around young children.

On the following form, use an X to mark your answer in the appropriate column.

Checklist of Personal Interests and Attitudes Toward Child Care

	Yes	Sometimes	No
1. Do you enjoy being with children?			
2. Are you interested in what children do and say?			
3. Do you want to understand more about children?			
4. Do you want to understand more about yourself?			
5. Are you willing to set a good example when caring for children?			
6. Are you willing to put a child's needs before your desires when caring for a child?			
7. Do you know how to guide the activities of young children?			
8. Are you patient and understanding when children seek your attention?			
9. Are you able to select toys or suggest activities which interest children?			
10. Do you try to help children get along with others in play?			
11. Are you able to select suitable foods for snacks or meals which appeal to children?			
12. Do you encourage children to do things for themselves?			
13. Do you respect the feelings and rights of children?			
14. Are you fair when a child quarrels with you or a brother or sister or friend?			
15. Do you try to find out the reason for a child's crying or misbehavior?			
16. Are you able to remain calm when a child becomes difficult to handle, or in an emergency?			
Total number of marks			

After evaluating your interests and attitudes related to child care, you should have a better picture of how well suited you are for this type of career.

Things To Do:

1. Invite a school guidance counselor to class. Ask the counselor about the type of education and training required for the child-care careers you are interested in finding out more about.

2. Beside each statement below, indicate whether it is true or false.

   _____ a. Occupations in the field of child care are limited to women only.

   _____ b. Generally, the higher a person's level of education, the greater is his/her overall lifetime income.

   _____ c. Because there will be new and different job opportunities when you are out of school, there is no advantage in planning and preparing for a job now.

   _____ d. The satisfaction a person finds in his/her occupation has an effect on his/her overall happiness in life.

   _____ e. Of all the careers available to people today, some of the most interesting can be found in areas relating to child care.

   _____ f. A skill is the ability to do a thing well because of knowledge and practice.

   _____ g. Your career need have little to do with your interests, skills, and abilities.

   _____ h. Your ability to get along with people is unimportant in work situations.

   _____ i. It is wise to talk over your career plans with someone who works in the occupation you have chosen.

   _____ j. Planning what courses to study in school is one of the last steps in making your career choice.

3. Answer the letter on the next page as if you were Dorothy's good friend.

Dear Carla,

I sure wish I could see you soon and talk over this important decision I have to make. I have always valued your opinions; you give such good advice.

I have been offered a really good job as an aide at the day-care center near my house. They offered to pay me $3.85 an hour to start. If I take the job I would have to start right away -- 4 months before high school graduation. They told me I could learn a lot about children while working there. Also, just think of all the money I can earn in one week!

Well, that's it! What should I do? Should I stick with school or grab this job? If I don't make my decision soon, the job will be taken. Please help!

Your friend,

Dorothy

4. There are several personal qualities which contribute to success in child-care employment. These qualities are scrambled in front of each sentence listed below. Unscramble each quality and write it in the blank in each sentence.

a. tientap	If you are willing to put up with waiting and trouble, you are _____.
b. heer ufc	When you are happy you are _____.
c. ependldeab	Someone you can count on is _____.
d. esthon	A person who does not lie is _____.
e. turmae	When you think and act like a grownup, you are _____.
f. romptp	To be on time is to be _____.
g. alcm	The opposite of excited is _____.
h. hriftyt	When you spent your money wisely, you are _____.
i. eant	If you are properly groomed and dressed, you are _____.
j. pectresluf	When you look up to people, you are _____.
k. fulsillk	If you have the ability to do something well, you are _____.

You as an Infant — Lesson 1

Objectives:

1. The student will be able to describe at least 10 physical characteristics of a newborn baby.
2. The student will be able to list the three basic needs of an infant.
3. The student will be able to explain at least three reasons for a baby's helpless behavior.

Words To Know:

development	growth, making progress, becoming more mature
fulfill	to satisfy
helpless	not able to help oneself, weak
infant	a very young baby
nervous system	the body system that controls the workings of the body. Consists of: the brain, spinal cord, and the nerves to all parts of the body.
newborn	just born
security	freedom from fear; a sense of feeling safe
sense	power of the mind to know what is happening; getting reactions through seeing, hearing, taste, smelling, or touching.

Information:

What did you look like as a newborn baby? You were very tiny and funny looking.

A. **Physical appearance**

On the next page you will see a sketch and read about the physical appearance of the newborn. Study the picture and the description.

What a Healthy Newborn Baby Looks Like

Head seems too big for the body. May be temporarily out of shape due to pressure before or during birth. Both bald heads and a head of thick hair are normal.

On the skull are two soft spots or fontanels. One is above the forehead, the other close to the crown of head. The scalp skin may be loose. The brow may be wrinkled.

Eyes are blue or gray, have a blank look to them. One or both may turn to crossed or wall-eyed position. Eyelids may be puffy.

The face has pudgy cheeks, a broad, flat nose, receding chin, slightly underslung jaw.

The hands are usually held in a tight fist. They have paper-thin nails, dry, loose-fitting skin, and deep creases at wrists.

The skin is thin and dry. You may see veins through it or it may be rosy-red. Downy hair is not unusual. Some of the white prenatal skin covering may still be present.

Body shape may surprise you: short neck, small sloping shoulders, swollen breasts, large rounded abdomen, umbilical stump (future navel), narrow hips.

The legs are short compared with the arms. They are usually drawn up against the abdomen. The knees stay slightly bent, and legs are somewhat bowed.

The feet are soft — most future bones are now cartilage. Skin often loose and wrinkly.

Average weight is 6 to 8 pounds. Top-to-toe measurement is only 18" to 22".

A deep flush spreads over the entire body if baby cries hard. Veins on head swell and throb. There are no tears when baby cries.

B. **Behavior**

Newborn babies have no control over their movements. This is because their muscles are soft, and their nervous systems are not yet fully developed. They cannot turn their bodies, reach for objects, sit up, or focus their eyes. When the newborn moves one part of the body, other parts move also.

The newborn is completely helpless. The helplessness will decrease as the muscles become stronger and the bones harden.

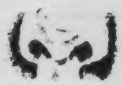
A baby begins to cry immediately after birth. It can be dangerous to allow a newborn baby to cry for a long period of time without checking the cause, since this is baby's only way of letting us know that something is wrong. In the first month a healthy infant sleeps most of the time, waking to be fed and then sleeping again.

C. **The baby's senses**

All newborn infants have three basic needs. They are:

1. Food
2. Warmth
3. Security

Each child fulfills his needs through his five senses. Can you identify them?

1. 

2.

3.

4.

5.

We know that the different sense organs develop at different rates in the newborn. The following chart shows the level of development of the different senses at birth.

Smell – Well developed
Taste – Well developed
Touch – Well developed
Sight – Poorly developed. Weak eye muscles prevent the two eyes from coordinating. This results in blurred, indistinct vision.
Hearing – Poorly developed. Middle ear, through which sounds pass, blocked by fluid from prenatal sac.

Things to Do

1. List at least 10 ways in which a newborn baby is helpless and must depend on others.

2. Visit the maternity ward at a local hospital. Note the differences between babies. Report your findings back to class.

3. Invite the school nurse to class to discuss infant care.

Bathing a Baby **Lesson 2**

Objective: The student will be able to demonstrate the proper way to bathe a baby, using a doll as a model.

Words To Know:

circumcision	removal of the foreskin from the male organ for sanitary or religious reasons.
equipment	items necessary to perform a job; things you use many times.
fussy	hard to please; cranky; cross
umbilical cord	a tube that connects an unborn baby to the placenta inside the mother's uterus. The baby gets its food and oxygen through the blood vessels in the umbilical cord.

Information:

Babies are bathed for comfort and relaxation as well as for cleanliness. Do not hurry bath time. Take time to talk and play with your baby. Babies enjoy bath time if the adults who bathe them also enjoy it.

A baby should be bathed once a day, preferably at the same time each day. Be sure to pick a place that is warm and not drafty.

When should you bathe baby?

It is usually easiest to bathe a baby before the baby's 10:00 a.m. feeding. In order to keep the baby from getting too hungry and fussy, give orange juice and vitamins **before** the bath. Then, after the bath, feed him milk and other foods.

What type of bath for baby?

There are three ways to bathe a baby:

1. **Oil bath** – given to newborn babies until they are 10 days old and the umbilical cord is dry.

2. **Sponge bath** – given by the time the baby is 10 days old, if not before. Baby is washed with a soft washcloth. Avoid wetting the navel area until cord has completely healed.

3. **Tub bath** – given as soon as navel and circumcision are healed.

Important Do's and Don'ts

The daily bath should be:
1. uninterrupted
2. unhurried
3. at a regular time

The room should be warm (80°F.) and free from any drafts; water should be comfortable to your elbow (99°F.). *Never* under any circumstances should you leave your baby alone on a table or in a tub!

Before you start to bathe your baby, have everything ready and within reach. Once you start giving baby the bath, it is too late to get anything else.

You will need:

2 bath towels
1 soft wash cloth
basin, warm water
mild soap
baby shampoo
baby oil
talcum powder
baby lotion
double-tipped swabs
cotton balls
baby's clean clothing

Note – At this point students should take pre-test, "Babies and Baths" (page 18).

Steps in giving baby a tub bath:

1. Put everything that you will need to bathe and dress the baby where you can reach it. You must *NOT* leave the baby for a second!

2. Take off all of your jewelry. Be sure your fingernails are short. Put on a plastic apron.

3. Relax. Talk to baby. Prepare to have a good time together.

4. Put some water in the sink or bath basin. Test the water by putting your bare elbow into the water. If it feels comfortable to your elbow, it should not be too hot for the baby. A towel on the bottom of the tub helps to keep baby from slipping.

5. Gently put baby into tub. If you are right-handed, baby's head will be to the left. Use a safety hold: With baby looking up at you, slip your left hand under the shoulders with thumb over baby's right shoulder and fingers under armpit. Support baby's buttocks with right hand, grasping left thigh with thumb and fingers. Keep the baby's head out of the water.

6. Holding up baby's head with your left hand, wipe baby's face with a damp cloth. Never use soap on the baby's face, as it might get into the eyes.

7. Lay baby's head back in your left hand and shampoo the head. (Use baby shampoo which will not burn the eyes). Rinse baby's head with the washcloth.

8. Soap the front of the baby's body, being careful to wash all inside skin folds and creases, then rinse. Reverse your hold to soap and rinse baby's back. It is not necessary to turn baby over.

9. Rinse baby's body carefully.

10. Place baby on a dry towel and *pat* the body dry. Never rub the baby: the skin is too soft to be rubbed.

11. Clean baby's ears, eyes, and nose.

12. Oil and powder baby.

13. Dress and feed baby.

14. Clean up after baby has eaten and is asleep or is in the crib or play pen.

Things To Do:

1. Invite a mother to class to demonstrate bathing the baby.

2. Following the mother's or teacher's demonstration, bathe a baby, using a doll as a model.

3. Make a list of bath equipment needed. The local stores are one source of information. Determine what is essential for good care and contrast with "the things nice to have." Estimate the cost of the essentials.

4. Make a poster or a scrapbook illustrating the steps in bathing a baby.

5. Make a poster explaining the important things to remember when bathing a baby.

BABIES AND BATH

Directions: Below is a list of steps in bathing an infant. They are not listed in their proper order. Cut along the dotted lines with a scissors. Then rearrange the steps into their proper order.

A. Rinse baby off.

B. Clean out baby's ears, nose, and mouth, very gently.

C. Gather all supplies – towels, wash cloth, soap, powder, clean clothing.

D. Put 2 to 4 inches of warm water into the tub or sink.

E. Place baby into the tub, holding baby properly at all times.

F. Wash baby's hair.

G. Wash baby's face with water.

H. Soap up wash cloth but remember to hold the baby at all times.

I. Jewelry off; apron on.

J. Completely wash front side of the baby.

K. Towel-dry the baby – pat, don't rub.

L. Dress and feed the baby.

M. Wash the back side of the baby thoroughly.

N. Oil and powder the baby.

Feeding a Baby **Lesson 3**

Objectives:

1. The student will be able to name and explain two ways of properly feeding a newborn baby.

2. The student will be able to recall several types of foods introduced into a baby's diet from 2 weeks to 6 months of age.

Words To Know:

diet	what a person usually eats or drinks
formula	a mixture of milk, water, and sugar that has vitamins added to it
junior foods	specially prepared foods, partially strained but with solid bits, so that the baby will learn to chew
nursing	breast feeding of an infant
schedule	a timetable, a plan
sterilize	to make free from bacteria and other germs
strain	to pass through a sieve or a strainer so there are no lumps
solid	hard rather than liquid or soft
wean	to introduce a breast-fed baby to store-bought milk
zwiebach	a hard, sweet toast given to a baby so he or she will learn to chew

Information:

Feeding baby should be a happy experience for both you and baby. If you show tenderness, warmth, and affection at feeding time, you will be helping to develop your baby's personality.

The newborn baby's diet consists mainly of milk. There are two sources of milk for a baby – mother's milk and a formula. The parents usually decide ahead of time which it is to be, perhaps with advice from the doctor.

Breast Feeding vs. Formula Feeding

Breast feeding has many advantages. It helps the mother's body return to normal, it supplies the baby with the food that nature designed for it, and it takes no preparation. Nursing this way benefits both the mother and the baby.

Some mothers would rather not nurse their babies. Some fathers don't want their wives to be "tied down." Some women are unable to nurse due to health problems or the need to get back to a job. If this is the case, then the mother can provide milk for her baby from a bottle which contains a specially prepared formula.

The doctor will prescribe the best formula to suit the needs of your baby.

The following is a list of types of formulas available:

Ready-to-feed
Powder
Evaporated milk
Whole milk
Concentrated liquid

Both the formula and the bottles must be sterlized. This means boiling them to destroy all germs.

Schedule of Feeding

Doctors recognize that it takes time for a baby to learn to be hungry at regular times. Therefore, they advise using a flexible schedule for feeding during the early weeks of life.

A baby needs guidance and help in learning to eat according to a schedule. Like all learning, this takes time.

The following charts may be used as a guide for mothers who are trying to teach their babies to get hungry "on schedule."

Suggested Feeding Schedules[1]

Birth to 1 month	Every 3 hours during day and every 4 hours at night (6 a.m., 9 a.m., 12 m., 3 p.m., 6 p.m., 10 p.m., 2 a.m.)
1 to 6 months	Every 4 hours, omitting 2 a.m. feeding (6 a.m., 10 a.m., 2 p.m., 6 p.m., 10 p.m.)
After 6 months	Every 5 hours, omitting 10 p.m. feeding (7 a.m., 12 p.m., 5 p.m.). Snacks of juice and zweibach should be given between feedings.

Approximate Amounts of Milk Needed Per Feeding at Different Ages[2]

Age	Amount
1 week	1 to 1½ ounces
2 weeks	2 to 3 ounces
1 month	3 to 5 ounces
2 months	4 to 6 ounces
3 months	4 to 6 ounces
4-6 months	5 to 7 ounces

[1] Elizabeth B. Hurlock, *Child Growth and Development* (New York: McGraw-Hill Book Company, 1970), p. 85.

[2] Ibid., p. 84.

Foods in Addition to Milk

Your doctor will probably suggest that you begin giving your baby solid foods by the time baby is 2 or 3 months old. Most doctors will add them this way:

1–2 weeks – vitamin liquid
3 weeks – orange juice
3–4 weeks – baby cereals
5–6 weeks – egg yolk
2–3 months – fruits (strained)
4–5 months – vegetables (strained)
5–6 months – meats (strained)

You can use the large variety of strained baby foods that are available, or you can prepare your own.

Always start by giving baby just a taste of each new food; then gradually work up to half a jar. Let baby get used to one food before offering another. If s/he dislikes a particular food, don't force it. Wait a few days or weeks, then try again.

Strained baby foods will be given until the baby is about 1 year or more old and can chew. Then junior foods (which have lumps in them) will be gradually given in place of strained foods, so the baby will learn to chew. At about 1 to 1½ years, soft adult foods may be gradually added to the baby's diet. By 2 years, baby will be eating the same diet as the rest of the family.

Things To Do:

1. Demonstrate how to sterilize bottles and formula.
2. Discuss when you might use disposable bottles. Investigate the cost vs. convenience.
3. At about what age will the doctor add these foods to the baby's diet?

   a. vitamins
   b. orange juice
   c. cereal
   d. egg yolk
   e. strained fruit
   f. strained vegetables
   g. strained meat

4. Make a cost, convenience, and taste comparison of different kinds of baby food

   jars (commercial)
   home-made (old fashioned, strained through sieve)
   blender-made

   Use the chart below.

	Purchased Baby Food	Blender-Made	Old-Fashioned (Sieve-Strained)
Cost:			
Convenience:			
Taste Appeal:			
Variety Available:			

If you were a young mother, which type would you prefer? Why?

Clothing a Baby — Lesson 4

Objectives:

1. The student will be able to plan a practical wardrobe for a baby.
2. The student will be able to demonstrate how to properly wash and care for a baby's diapers.
3. The student will be able to diaper a baby, using a doll as a model.

Words To Know:

activity	being active, doing something
birds-eye	a particular type of cotton cloth used in making diapers
diaper	a piece of cloth, folded and used for babies' underpants
disposable	meant to be thrown away after using
gauze	loosely woven material; a thin cloth
irritation	soreness (of the skin)
practical	useful, sensible
rash	small red spots on the skin, usually itchy
soiled	dirty, not clean
wardrobe	one's supply of clothes

Information:

Clothing for a young baby should be very simple. A new mother often makes two mistakes when buying clothes for the infant:

1. Buying *too many* clothes. Since the baby grows so fast, there is no need for a lot of clothes at one time.
2. Buying *fancy* clothes. When the clothes are not comfortable, they make the baby cry.

Diapering a Baby

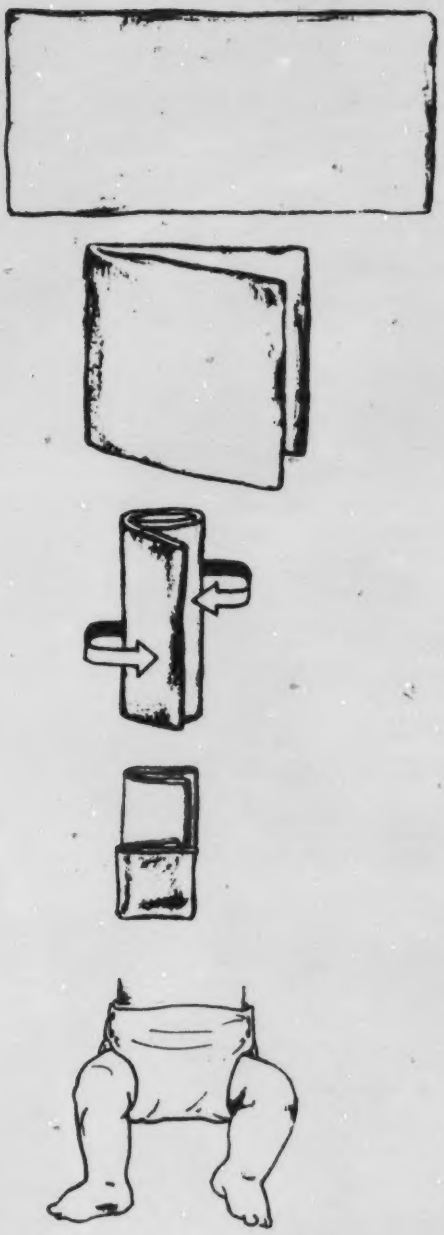
For a young baby, the most important single item of clothing is a diaper. Diapers come in different sizes and different materials. Reusable diapers are made from cotton gauze or birds-eye materials. Disposable diapers are made from plastic and paper products. These are thrown away after using. They are excellent for traveling or emergency use. There are also diaper services which bring clean diapers to the house and take away the soiled ones. Which kind would you choose if you were a parent? Why?

There are many ways to diaper a baby. Diapers folded with the thickest part in the front are best for boy babies. Those with the thickest part in the back are best for baby girls.

Of the following two ways to diaper a baby, which one would you choose for a boy and which one for a girl baby? (See next page.)

Diapers should be changed before and after each feeding period and at any other times when the baby is obviously uncomfortable because the diapers have become wet or soiled.

Square Fold



Triangle Fold

Diaper Care

For busy parents the washing of baby clothes and diapers is often a burden. Babies should not have any clothing put back on them without laundering. They are less likely to have skin irritations if their diapers are changed often. Diapers should be washed each day if possible.

How To Launder Diapers

1. If diaper is wet, place it in a pail of cold water.

2. If diaper is soiled, rinse the soil off by flushing the toilet and dipping the diaper up and down in the toilet. Then put the diaper in the pail with the others.

3. Once daily, the diapers can be washed. If there is a washing machine, this is a simple operation.

4. If there is no washing machine, diapers should be washed with a detergent. Rinse every bit of detergent out of the diapers. Any left in the diaper can cause diaper rash.

5. After drying well, fold and stack diapers.

Baby's Other Clothes

A young baby has need for only a small number of clothes, because most of the day is spent in sleep. As a baby gets older, the wardrobe must increase and become more varied, because the baby will be spending less time sleeping and more time in activities.

Shirts

Since babies hate to have clothes pulled tightly over their faces, choose shirts that have a good-sized neck opening. If the shirt has fasteners, be sure that they are sewn on securely.

Other Clothing

Infants' garments should be simple in construction and easy to launder. Clothes should be lightweight but warm. They should be made so that they permit free movement of arms and legs, for a baby needs to be free to exercise and develop strong muscles.

As babies grow older and become even more active, creeping and walking, they need sturdy, comfortable clothes that take hard wear. Care of clothing for babies today is relatively simple. Most infant outfits are made from materials that wash easily and need little or no ironing.

Things To Do:

1. Using a doll as a model, demonstrate how you would diaper a boy baby and a girl baby.

2. Get estimates on the cost of diaper services, disposable diapers and the initial cost of regular diapers. Which is the most economical in terms of money? in terms of work?

3. Make a display of the types of clothes that would be suitable for an infant.

4. Consider the high cost of clothing children. Many people who enjoy sewing find pleasure in making garments for their young children.

   Take an adult's old garment, and as a project sew the reusable fabric into something wearable for an infant. Give to child.

A Safe World for Babies **Lesson 5**

Objective: The student will be able to make a list of 10 safety precautions to be followed when around babies.

Words To Know:

accident	an unintended sudden happening, usually bad
dependence	leaning on others for support or help or decisions
emotional	related to feelings about people and things – with love, hate, fear, etc.
exposure	a length of time outdoors not protected from the elements (sun, rain, snow)
harmful	causing harm or hurt
judgment	the ability to make good decisions when there is a choice; good sense
prescribed	ordered (as a medicine or treatment)
protect	to keep from injury or danger
smother	to keep from getting air; be unable to breathe

Information:

Accidents are a great threat to the health and well-being of young children. As a parent or baby sitter you should be careful and protective. Children must be kept safe from physical and also emotional harm until they have enough judgment to look out for themselves. Constant protection all the time, however, can develop fear and dependence in a child.

A Safe Place To Sleep

The baby's crib should have sturdy sides which should *always* be up when the baby is alone. The mattress should be firm and flat. A baby does not need a pillow. Actually, a pillow can be dangerous, because there is a risk of smothering. Bedcovers should be light-weight but warm. They should be kept away from the baby's face. The sleeping area should be free of objects such as diaper pins and plastics, which may cause accidents. At bedtime the child should be dry and warm. Bright lights and loud noises should be avoided. An adult should remain within hearing distance.

Safety at Playtime

Playthings must be safe. A safe toy need not be an expensive toy. You can make playthings for children from many items found in the home. Toys should be sturdy and not have any sharp edges. Check to make sure that they are painted with non-poisonous paints. Some suggestions of playthings for infants are hanging mobiles, rattles, and squeak toys.

A baby should never be left alone in a carriage outside.

Children are great explorers. One way they explore is by putting objects into their mouths. Such items as paint, bleach, ink, and detergents should be kept away from babies and children.

Safety With Medicines

Medicines present great danger. They should *always* be kept out of the reach of children. Even children's aspirin can kill a child who finds them and swallows enough of them. When giving a child medicine, always read instructions carefully. Medicine should never be described to children as candy. Never give medicine prescribed for one family member to another. Pour old liquids and pills down the drain or toilet and dispose of the containers.

If a child does swallow medicine or another substance, you should contact your doctor or hospital immediately. Bring the container that held the substance with you. You should keep the telephone numbers of your doctor, hospital, police, and poison-control center easily available.

Water and Sun Safety

Most young children love water. An adult must always supervise water activity. Hot faucets inside the home can be dangerous. A young child should *never* be left alone in a tub. Backyard pools should be drained and covered when not in use.

Babies should receive only small amounts of sun at a time. A sun hat or umbrella is necessary for longer exposure to the sun. Baby oil should be used after exposure to sunlight to soften the skin and prevent drying.

Things To Do:

1. The class will work up a safety list of do's and don'ts for new parents in regard to safety for babies.
2. Invite a member of a local poison-control center to class to discuss what to do in emergency cases of poisoning.
3. Bring in medicine containers from home. Evaluate their caps as to child safety.
4. The class should make up an emergency form which could be posted near the telephone for baby sitters. It should include important phone numbers (doctor, hospital, fire department) and antidotes for common poisons used around the home.
5. Bring in at least one newspaper article dealing with accidents involving children in the home or community. Discuss what could have been done to prevent them.
6. Toy lab. – In groups, examine various toys in class and evaluate them on the Toy Evaluation chart (next page). Share findings with class.
7. Next to each word write a sentence or two on safety practices for small children with regard to it.

   A. Open window –

   B. Stairs –

   C. Electrical outlets –

   D. Hot pans on stove –

E. Sharp objects –

F. Plastic bags –

G. Matches –

H. Objects in mouth –

Toy Evaluation

Place a check in the column that best describes the toy you are evaluating.

Name and type of toy

	Excellent	Good	Fair	Poor
1. Does the toy work?				
2. Is the toy safe?				
3. Is it sturdy and well made?				
4. Is it easy to clean?				
5. Is the color lasting and harmless?				
6. Can the toy be used in many different ways?				
7. Is the cost reasonable?				
8. Is the toy washable?				
9. Can it be used in group play?				
10. Does it have educational value?				

How would you rate this toy, considering the above factors?

The Toddler **Lesson 6**

Objective: The student will be able to describe a toddler by listing at least 10 characteristics related to physical development, play, and sleep habits.

Words To Know:

appetite	desire for food, wanting to eat
coordination	the ability to have the different parts of the body move the way that one wants them to move; for example, jumping rope well, or dancing to music
expectation	a thing expected to happen; something good to look forward to
independent	wanting and getting no help from others
individual	one particular person
limitation	what one is unable to do
motor skills	use of the parts of your body in a coordinated way. (motor = movement)
security	freedom from fear, feeling safe
toddler	a child between the ages of 15 months and 2½ years.

Information:

A toddler is a child from the age of about 15 months to 2½ years. This period of life is filled with change. The child is beginning to discover many things about himself or herself and the surrounding world.

Physical Development

During the toddler period, most children are fairly steady on their feet. They no longer use their arms for balance. Their bodies are changing rapidly, and they need and want exercise. Motor skills are unevenly developed. The child develops coordination of the large muscles at this age through such activities as climbing, pushing and pulling things, and carrying objects. Small muscles and hand-eye coordination are still not well developed.

Sleep and Naps

A child's sleeping routine changes during toddlerhood. About 12 hours of sleep is needed at night, while daytime naps are gradually being given up. Toddlers do need a rest period, because they are usually very active and tire easily.

Eating Habits

Toddlers begin to acquire the ability to feed themselves. They may still use their fingers at times, and they often play with food to find out more about it. Adults should not force them to eat more than they desire. Let them judge for themselves how much they need. Toddlers should be served simple, well-balanced, and attractive meals in a comfortable setting.

The appetites of children change. One day they may eat a great deal, while the next day they eat very little. Their appetites will become more stable as they grow.

Table manners should not be of concern now. One should concentrate on helping the child use the utensils and learning to like a variety of wholesome foods.

Behavior

At this time of life, toddlers are discovering that they are individuals. It is important for them to feel that they are individuals of worth. They have a strong desire to be independent, but need the security of love and affection from their parents. Besides learning to feed themselves, they are also learning to control elimination and to talk. As toddlers begin to respond to people and their expectations, they learn about the world and their own place in it.

Play

Play is very important for children at this age. Various experiences at this age provide the foundation for future learning. Children at this age are curious and love to explore. Adults should let them explore, but be safety-conscious. Small children do not realize their limitations and may attempt too much or get into dangerous situations.

Learning To Talk

A baby begins to make speech sounds at a few months of age. Progress in learning to talk depends on hearing speech. The baby should be familiar with the sounds of voices. Most two-year-olds love the sound of words, and practice talking. An adult response to a child's speech is important in encouraging the child to use language. Most children love to hear stories about themselves. Try making up a simple story next time you are with a toddler and notice the response.

Things To Do:

1. Observe a toddler for about a half-hour. Keep a record of all s/he does. Note his/her responses to you or to other people around. Report observations to class.

2. Invite mothers to class with their 1- to 2-year old children. Ask questions about their behavior, sleep habits, etc. Plan and serve refreshments to the mothers and children.

3. Plan an activity which could be carried out with a toddler (game, story, etc.). Carry out the activity with a toddler you know.

Child's Play **Lesson 7**

Objectives:

1. The student will be able to explain why play is important to a child.
2. The student will decide how to support a child at play.

Words To Know:

ability	a talent, skill; power to do
active play	play involving movement – exploring, constructing, dramatizing, and participating in group games
characteristic	a special quality or feature; whatever shows how one thing differs from another
creative	thinking up new things
excess	a greater amount than is necessary
instructor	teacher
internal	on the inside
needs	things that must be done; things a person must have
passive play	play involving watching or listening to another person or to a group of persons, looking at pictures and comics, listening to stories, or watching TV
resource	a help, an aid
safe	not harmful; free from danger
support	to encourage, help, be favorable to
valuable	of great worth or importance
value	importance, worth, usefulness

Information:

Children's play is their "job." We may really think that what children do is play. It is really their own kind of work. Play is a way of feeling BIG even when one is little!

Value of Play

Of the many values a child gets from play, the most important are listed below.

When playing at school, children learn many things:

* They learn how to play with other children.
* They learn how to use things (development of skills).
* They learn how to share with others.
* They learn to take care of some of their problems.
* In time they may learn how to be a "good sport" and a "good loser."
* They learn how to use their own ideas.
* They learn how to talk.
* They learn how to listen to the teacher.
* They learn how to listen to each other.
* They learn to follow rules.

There are many other valuable effects of play:

* They develop all parts of their bodies – bones, muscles, and internal organs.
* They release excess energy.
* They have *fun.*
* They release their pent-up angers, fears, and jealousies.
* The exercise promotes good appetite and healthful sleep.

Types of Play

A balance between *active* and *passive* play is essential if play is going to contribute to the development of a well-rounded child. In active play, the child's enjoyment comes from doing; in passive play, it comes from watching or listening to others.

Active play includes:
exploring
construction
dramatization
group games
painting, coloring, solving puzzles, etc.

Passive play includes:
watching others
looking at pictures
listening to stories
watching TV

Characteristics of Good Play Equipment

In selecting toys and different forms of play equipment for children, far too many parents buy what they think is cute or interesting without giving a thought to what the child will do with it. Only if each child's *needs* and *abilities* are taken into consideration will parents be able to make a wise selection of play equipment for their children.

The following chart lists characteristics of good play equipment for young children. (Not every piece of good equipment need meet every single characteristic listed)

1. Suited to the child's age and level of development.
2. Can be used without adult help.
3. Safe, no matter how the child uses it.
4. Offers opportunity for play with other children.
5. Can be used indoors or outdoors.
6. Encourages the child's creativity.
7. Small and light enough so that the child can move it without adult help.

Supporting Children's Play

Before you try to extend or enrich a child's play, think about some questions:

What is the child's own play like?

What materials does the child enjoy using?

What does he or she do well? What gives him or her a hard time?

What Role Will You Take?

A *player*
An *instructor*
A *supplier* of materials
A *resource* for information or
A combination of these

Plan your ideas out before you guide children in their play. Consider the materials you will need and the place you will use. Remember – you will give the child some things to do that he or she can already do well, and some things that are more difficult.

Activities

1. Observe the play activities of several young children. Then analyze them to see if there is a good balance between active and passive play.

2. Analyze the toys that are conspicuously displayed in several toy stores. Do these toys have the characteristics that would satisfy a child in play, or do they appeal to adult tastes?

3. Construct a simple toy for a young child, using items found in the home. Donate to the local hospital or day-care center.

Looking at Me Today **Lesson 8**

Objectives:

1. The student will be able to describe three characteristics of a child who has a good self-image and three characteristics of one who has a poor self-image.

2. The student will be able to show, through skits, five characteristics that mature young people are expected to display.

3. The student will be able to express five of her or his values, aims, and goals as a teenager today.

Words To Know:

accomplishment	something done well; success; achievement
adjustment	a change so as to fit or be suitable
associate	to join with, go with on a regular basis
educational opportunity	a good chance to get formal schooling and knowledge
environment	the things and people that are around a person; the conditions one lives under
goal	an aim that one sets for oneself
inferiority	being below average, of poor quality
mature	fully grown up (adult) and acting that way
obstacle	anything that stands in the way
personality	the things about a person that make him or her different from other people: not physical things, but ways of thinking, feeling, and acting
routine	a usual way of doing jobs; doing things in a certain way over and over so they become easy
self-image	the kind of person one thinks himself/herself to be; the way a person feels about herself/himself
values	whatever a person thinks is important; a person's ideals

Information: Early School Years

What do you remember best about your first years at school? Almost all of us remember our new experiences from this period. You may recall getting used to the classroom routine (paying attention, taking part in classroom activities, and getting to school on time) and learning to get along with your teacher and classmates.

The child who enters school with a favorable self-image and has developed the skills of his/her age group will be able to make these adjustments with few problems. This child enters school interested in books and learning, eager to join in all activities, and ready to trust the teacher. Any child who is lacking the skills of his/her age group will have a *poor* self-image and feelings of inferiority.

It is important for children to feel a sense of accomplishment in the early school years. A youngster must feel that she or he is making progress in learning to read, count, write, and spell.

The Pre-Teens

The pre-teens are a time when many non-school skills are being developed as well. Making reasonable decisions concerning money, earning, spending, saving, and giving are important learnings in this period. As you enter your teens, you have an opportunity to develop interests that express your personality.

The Teen Years

The teen years offer you many chances to gain maturity. During the early teens, you can expect to come up against many obstacles along the road to maturity. Sometimes you may be sidetracked, detoured, or even lost for a little while. Through your own efforts, or with the help of your parents, teachers, or guidance counselors, you can find your way back.

It is seldom easy to become the kind of person one would like to be (that is, your "ideal image"). The way your personality grows depends on your "self-image" – the way you feel about yourself.

There are always things and people in your environment over which you have no control. As a teenager, you must learn to do something about conditions that *can* be overcome and to face facts when situations *cannot* be changed. These are all signs of your increasing maturity. The teen years are the *best* time to learn these lessons. These are all signs that you are growing up!

The following is a checklist containing characteristics that mature young people are expected to display. Answer yes to those that you think *you possess now.*

1. Can I face facts?	Yes	No
2. Can I accept criticism?	Yes	No
3. Do I put blame on others?	Yes	No
4. Do I take my anger out on others?	Yes	No
5. Do I run from problems?	Yes	No
6. Can I accept disappointments?	Yes	No
7. Do I know and understand myself?	Yes	No
8. Do I get along with others?	Yes	No
9. Do I always want things done my way?	Yes	No
10. Am I honest with myself?	Yes	No

Looking to Your Future

Have you ever given serious thought to what you want in life? Having important goals to work toward gives purpose to your life. Think about yourself honestly.

The early teens are the time when much of your education is still ahead of you, and when you can begin to plan for your future. Ask yourself what you want to be, how you want to earn your living, how you want to live, and with whom you want to associate.

In years ahead, you may change your mind several times about what you want. As you develop goals for yourself, you will be helping yourself to become a more mature person.

Some teenagers just drift along, waiting for things to happen to them. Others take a firm hold on their lives and work to obtain the things they want most. Do you know where *you* are going and what *you* want to do? The choices are up to you – no one can make them for you.

Your Values

Give serious thought to your values. What do you think are the most important things in your life? To be independent? To be popular? To do well in sports? To make a lot of money? To wear the latest styles?

Everyone has different ideas of what is important. These ideas are based on one's personal values. We learn our values from our parents, our religion, our teachers, our friends, and our experiences. For example, if you are from a family where personal appearance is considered of great importance, you may value clothes, grooming aids, and appearance more than other things. If your family values things of the mind, you may prefer to buy books and magazines rather than clothes.

Goals and Aims

To set realistic goals for yourself, be honest about your strengths and weaknesses, the skills you have and those you wish to develop.

Give a bit of serious thinking to your future. *Now* is the time to make your first plans.

Things To Do:

1. Write a short essay on the subject: "The Person I Am – The Person I Would Like To Be."

2. Plan and carry out a project at home, demonstrating your ability to assume responsibility. Report the results to class.

3. Using a tape recorder, interview some of your classmates, asking them: a. What does the word "mature" mean to you? b. Do you feel you are a mature teenager? Why or why not?

4. In small groups, write and present one of the following skits to the class:

   a. A teenager who had a fight with her/his parents and took the anger out on her/his boy/girlfriend by being impatient with him/her all evening.

   b. A teenager who cuts English class because her/his work is not up to par.

   c. A teenager who gets angry with his/her friends whenever they don't do things his/her way.

   d. A student who has an academic problem and seeks the help of his/her teachers and guidance counselor.

Entering the World of a Child **Lesson 1**

Objectives:

1. The student will help create a verbal image (poem) based on the question "What is a child?"

2. The student will be able to describe how the world looks through the eyes of a child.

Words To Know:

appreciate	be aware of, be sensitive to
distinct	not alike, separate
mobile	a type of art that is hung up, and the individual parts move in the wind
pretend	to make believe

Information

What are children like?

Each of us was once a child. Probably most of us are around young children at one time or another. When babies are first born, they may seem to be very much alike; yet each one will grow up to be a distinct individual, just as each of us is. By the time a child starts to school, he or she is unlike anyone else. In spite of these differences, there are some things that every child needs. Can you name a few?

This lesson gives you the opportunity to experience how the world looks through the eyes of a child. Hopefully, you will begin to understand how the *big* world appears to *small* children.

Think of Children You know

They may be children in your neighborhood or perhaps your own brothers or sisters.

They are *all different.* Some are round and plump; some are skinny and tall. Some may cry a lot and often look unhappy. Some tend to be quiet and others active. Some are easy to direct and fun to play with. Others, much less so. Even the same child is different at different times.

In other words, children are people just as the rest of us are. They have feelings. They grow and change. They want to be understood. Each one is different from anyone else.

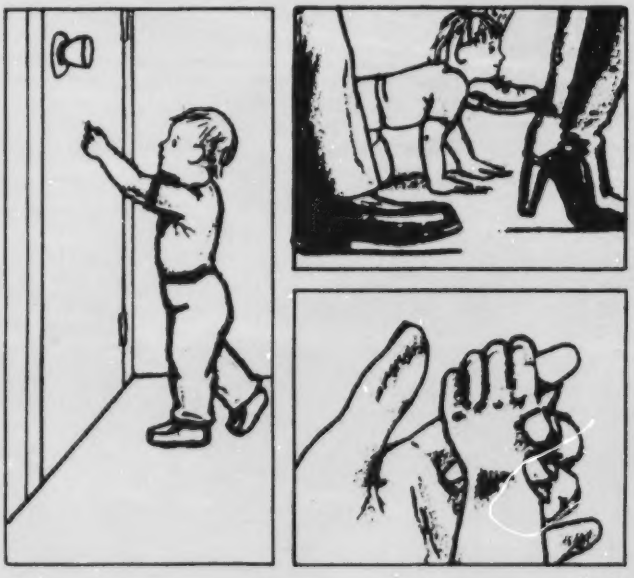
What Is a Child?

In order to answer that question, we have to think about what a child does, where a child lives, how a child behaves, how a child feels, and finally, what he or she can become. Childhood is a time of *being* as well as *becoming.*

Trying Out a Kid's World

All of the objects around us look very different to children than to people who have lived a few years longer. When you are working with young children, you will become aware of the differences between their world and yours. Although you cannot actually go back to the world of childhood, there are ways in which you can appreciate and understand some of the differences between childhood and adulthood.

If you were the child in any of these pictures, how might you feel? How might you act if this were the way the world appeared to you?



A Child's View

If you sit on the floor, you would be just about the height of a 2- or 3-year old child. Try sitting on the floor; look around you at what the young child sees. What does this experience add to your understanding of how the world appears to young children? Does it suggest to you any ways in which placement for small children ought to be designed? Any ways in which older people should behave with young children?

As you are sitting on the floor, answer the following questions: (Pretend you are 3 years old)

1. What can't I see from here?
2. What can I see that I normally don't see?
3. Where are things I might be interested in seeing or playing with?
4. How would I reach those things?
5. How does it feel to be this size?
6. How would I change this room in order to make it more comfortable and exciting?

Things To Do:

Do at least two of the following activities. Share your findings or results with your classmates.

1. Divide the class into two groups and answer the following two questions.

   A. "What is a child?" (for example, small, happy, curious, etc.)

   B. "A child needs . . " (for example, love, food, etc.)

   List the answers on the chalkboard. Results will be used as a class poem.

2. Look through magazines or newspapers and select pictures to represent each line of the above class poem. Display the pictures along with the poem on one of the school or classroom bulletin boards.

3. Make a mobile out of magazine pictures which illustrate your ideas about children.

4. Make giant cutouts of adults so that you can relate to the cutouts as a child would relate to adults. Figure out the height of an average 5-year-old child and the average student. Imagine that the student's height is the height of a child. How tall would an adult be? (3 feet is to 5 feet as 5 feet is to ——?) Then draw two adults of this height on a large sheet of paper. Cut the figures out and tape them to a wall. Think about and answer the following questions as you stand near the figures:

   a. How do you feel?

   b. Where does your eye level come on the figures?

   c. How would you get the adult's attention?

   d. How do you feel about the adult's size?

Using Kid's Stuff* **Lesson 2**

Objective: The student will be able to compare how a child thinks, feels and acts with how a teenager thinks, feels and acts.

Words To Know:

collage	a type of art in which bits of objects or pictures are pasted onto a surface
experience	to feel, live through, have happen to one. Also, a thing that happens to one.
fascinate	delight, attract strongly, hold the interest a long time
frustration	the feeling of not being able to achieve something, of being defeated
random	without a plan, any which way
self-conscious	thinking how one appears to other people; embarrassed; shy
valuable	worthwhile, useful, helpful, important

Information:

Working with "kid's stuff" can get you in touch with the pleasures, the difficulties, and the frustrations that children experience while playing. Your experiences hopefully will give you a feeling for the kinds of help you can offer that will be valuable to a child at play.

A. **Water Play**

In this activity you will be playing with water and using a variety of materials.

Materials necessary:

water	sponges
sinks or basins	ladles
tubes or funnels	bowls
cups	items that float
straws	liquid detergent

Water play fascinates young children; they play with it in many different ways. Children enjoy playing with materials in water – they find it to be very satisfying. In your classroom, water-play areas have been set up with straws,

* Note to teacher: Find an appropriate room for this possibly messy activity. Students should work in small groups if possible. Allow time for clean up!

tubes, cups, sponges, small containers, and other materials for you to play with. Time will be set aside for you to play with these materials in any way that you wish. After the play period, try to answer the following questions:

1. How did you feel while playing with the water? Was it fun? boring? silly?

2. Did you feel self-conscious using the materials? Why?

3. Do you think younger children would feel the same way as you did?

4. Do you think young children would play with the materials the same way as a teenager would?

Consider how children feel when they engage in water play. Think about how you might be able to use these materials with young children when you become a student helper. For example, what would you do if two young children were soaking each other? How would you handle a situation like this if it happened while you were working with children?

B. **Pasting**

Materials necessary:

squares of paper
sheets of paper
paste

1. Try pasting cutouts onto paper. First put the paste on your whole hand; then try it by putting paste only on your fingers. Lastly, try pasting the cutouts on paper with the paste on a brush. What is the difference? As a child experiments and learns to use fingers better, s/he will gain more control over where to place the glue.

2. Next, make a collage by randomly pasting squares on your paper. Then try to paste one square on another square. What is the difference in the skills required in each case? The child is learning in the second case to "aim" the squares of paper rather than just randomly placing them down. Which way is more difficult for the child?

C. **Pouring**

Materials necessary

rice or beans
large can
large bowl
small cup
pitcher

1. Pour beans or rice from a large can into a large bowl. How would you have done this if your hands were small? Try it again. Young children will first concentrate on using two hands and bending their bodies when learning to pour, because the container is heavy. They are more concerned with pouring the rice out of the first container than aiming it into the second container.

2. Using a pitcher, pour water into a bowl and then into a cup. How would a child hold the pitcher? The cup? Which activity is harder for a young child trying to aim the pouring?

Children must learn many of the skills that we take for granted. Very simple movements are actually composed of many difficult steps for a child. When you are working with youngsters, try to remember and consider the differences between what a teenager and a child can do.

Things To Do:

1. Experiment with children's toys, games, puzzles, and materials. After having worked with children's materials, answer the following questions:

   A. How does it feel to use the material?

   B. How would a child feel using the material?

   C. Do you think young children would play with the materials the same way a teenager would?

2. Observe a young child at play. Report back to class on how the child used the play material. Did s/he enjoy using it? Did s/he use it properly?

Dealing With Emotions **Lesson 3**

Objectives:

1. The student will be able to distinguish the three major differences between the emotions of young children and those of adults.

2. The student will be able to demonstrate appropriate responses to children experiencing typical emotions of early childhood.

Words To Know:

control	to direct, to have power over
curious	eager to learn or know, inquisitive
distract	draw away, divert, turn aside
emotion	any feeling, such as love, hate, fear, anger, shyness
environment	surroundings; the things and people around a person
impatient	not patient; annoyed because of a delay
mood	a state of mind where a particular emotion takes over
predict	to tell what is going to happen
reasonable	fair, not extreme
recur	happen again, be repeated
society	all people (considered as a group)
temper tantrum	a violent, willful outburst of rage, usually by children
violent	very strong, with much force

Information:

Early childhood is an emotional age. Children at this age have many more and more violent emotional outbursts than at any other time in their lives. The reason for this is that the young child has not yet learned to behave as society expects. Gradually, as the child grows and comes into contact with more persons outside of the home, the child learns that they expect him/her not to bite, hit, and kick when angry, nor to run away and hide when frightened.

How Children's Emotions Differ From Those of Adults

First is the violence of the child's emotions compared to those of an adult. While a young child does not try to control the emotion, an adult attempts to do so. When a child is angry, for example, s/he lashes out and fights. Children are more physical when they become mad.

Second, children's violent outbursts do not last long; they often disappear before anyone realizes what has happened. On the other hand, adult emotions frequently drag out over a period of time, and the anger becomes a mood. Children's emotions are short-lived, due to the fact that they have short memories and their attention is easily distracted. Children are less moody than adults. A child's emotions change from laughter to tears, from fear to curiosity, or from love to hate, very quickly.

Third, a child's reactions to situations that recur are not predictable. The child may surprise you and refuse to do something that he or she has always enjoyed doing before.It works the other way round also.

Typical Emotions of Early Childhood

Some of the common emotions of children are pleasant – they give rise to a sense of well-being – and some are unpleasant – they make the child unhappy and upset.

The **pleasant** emotions are:

1. happiness
2. affection
3. curiosity

The **unpleasant** emotions are:

1. anger
2. fear
3. shyness
4. jealousy

1. **Happiness** – Healthy children are usually happy. This is true unless the child's environment is not pleasant. Below is a list of some things that make children happy:

   Being smiled at
   Getting expressions of love from a person
   Seeing the sudden appearance of a familiar person or toy

Seeing funny faces
Being played with
Achieving what s/he started out to do

2. **Affection** – Children learn to love those people with whom they have happy experiences. The people who care for the child's bodily needs (those who feed, bathe, and dress her/him), those who play with her/him, and those who, in general, give her/him pleasure are the ones the child will like the most.

   As a general rule, children will have greater affection for the parent who devotes more time to them and takes care of more of their needs. If one of the parents tends to be impatient with the child, he or she will tend to cling to the other parent.

3. **Curisoity** – Anything new or strange will frighten a child slightly, but it will also make the child curious. The child should be allowed to explore, because that is one way to learn.

4. **Anger** – The most common emotion in childhood is anger. The less children are permitted to do as they please, the more often they will show rebellion in an angry outburst. Common causes of anger are having to go to bed, having a toy taken away, having to eat something they do not want, or having to remain alone.

   Many angry children will put on a "temper tantrum." In a burst of anger the child may kick, scream, bite, stamp feet, pound or throw things, sob hysterically, (cry breathlessly, without control), jump up and down, or hold his/her breath until blue in the face. A child reacts in one of these ways in an attempt to overcome the obstacles which are frustrating him/her. If a child's parents give in, the child soon learns that a temper tantrum is a quick and easy way to get his/her way. The temper-tantrum age begins around the second year of life and reaches a peak during the third and fourth years.

5. **Fears** – Most fears are caused by frightening experiences, for example, losing support while in deep water. Anything that happens suddenly and unexpectedly without the child's being prepared for it will give rise to fear. A typical example is fear of animals after being frightened by a dog that barks.

Unscramble the following common causes of fear among young children:

a. malinas
b. ardk
c. allingf
d. doul nisoes
e. srantergs
f. ingbe elaon

As a child grows mentally and understands that many of the feared things are harmless, the fears will disappear.

6. **Shyness** – Shyness is a type of fear that occurs when a child is with strangers or in a strange place. It occurs when a child cannot adjust quickly to something that is unfamiliar.

7. **Jealousy** – Jealousy is closely related to anger. Children are angered when they fear that their place is being taken in the affection of their parents. Many young children become jealous when a younger brother or sister is born, requiring the attention of the parents and arousing the interest of visitors.

For the child to be happy and well adjusted, there must be a reasonable balance between pleasant and unpleasant emotions, with the pleasant outweighing the unpleasant.

Things To Do:

1. Suggest several ways of diverting a young child's attention from a frustrating situation, such as having to come to a meal when happily playing outside with friends.

2. Observe temper tantrums of young children. List the different ways in which each child expresses anger.

3. Discuss why it is important to encourage a child to talk about things that anger or frighten him/her or arouse his/her jealousy.

4. Unscramble the following words or phrases to discover what children are curious about:

arin
wons
lantsp
imalsan
inesmach
nus

Where *iesbab* come from.

What happens to people and animals after *thead*.

Why their *dobies* are not like adults.

Why *ybos* are different from girls.

Dealing With Discipline **Lesson 4**

Objectives:

1. The student will be able to list the three major parts to discipline.
2. The student will be able to discuss at least three causes for misbehavior.

Words To Know:

amends	some sort of payment for wrongdoing
attitude	the way one feels about something
authoritarian	a type of discipline. Child is expected to accept rules. Little emphasis is placed on explanation. "Parent knows best" attitude.
authority	an expert; a person looked up to because of his/her knowledge or wisdom.
bribe	payment promised for doing something
consistent	always the same

democratic — a type of discipline. Stress is placed on explaining the meaning of rules and repeating them until the child learns them. Child is given the opportunity to explain why he or she misbehaved before being punished.

discipline — training to do the right thing

expectation — something looked forward to as likely to happen

gesture — any movement of a part of the body to express an idea or an emotion

permissive — a type of discipline where parents are not strict with their children. They use few rules and little guidance or explanation.

resentful — full of anger at being treated a certain way

Information:

The term "discipline" actually refers to *training in self control. Punishment* is only one kind of discipline.

The purpose of discipline is to teach the child what is expected of him/her and to help him/her live up to these expectations. One should not expect a child to obey until the child knows exactly what is expected of her/him. Learning right from wrong comes from both *direct teaching* and from *imitating a good model.*

There are three major parts to discipline. They are:

Education — teaching the child what is right and wrong. Education should be stressed in the early years.

Punishment — should be used only for *intentional* misbehavior.

Rewards — praise or other "payment" for doing (or trying to do) what is expected.

There are three types of discipline. Usually parents and teachers lean toward one of the three. They are:

Authoritarian — The child is expected to accept rules without questioning them.

Permissive — There are few rules. Child learns from experience that she/he has done the wrong thing.

Democratic — The reason for the rules is explained and repeated until the child learns.

No matter what type of discipline is used, it must be *consistent.* This will help the child know what is expected of her/him, give the child a feeling of security, and help her/him gain respect for authority.

Educating for Discipline

A child's vocabulary is very small, so only a few words, such as "good" or "naughty," should be used to describe "right" and "wrong." Gestures, such as a smile, and demonstrations make explanations easier.

Since most children forget quickly, you should ask the child to tell you what or what not to do. From the answer you can tell whether the child understands.

Rewards

One should keep in mind that a reward is not a bribe. Probably the best type of reward is praise. This helps to give the child a feeling of security and self-worth. Gifts are another form of reward, but *they should never be promised ahead.* Then they do become bribes. A third type of reward is a treat, such as a trip to the zoo.

Punishment

If punishment is completely omitted, a child will not learn the true results of wrong behavior. A child should only be punished if the wrong behavior is *intentional.* There are several forms of punishment, some more effective than others. Below is a list of a few types of punishment.

1. Spanking. – Has no educational value; leads to poor attitudes.
2. Scolding and nagging. – Leads to resentful attitudes.
3. Sending to bed. – Child begins to associate bed with punishment.
4. Making amends. – A good form of punishment.
5. Depriving of a treat. – A good form of punishment.

In selecting a form of punishment, remember that the child should keep a good self-image. Do not destroy this. It is also a good idea to avoid punishments that encourage children to lie.

Causes of Misbehavior

There are many possible causes for wrong behavior. Among them are:

1. Child may have problems at home.

2. Too much is expected of the child.

3. Child is acting his/her age (not mature).

When trying to discipline a child, one should:

1. Care about the child.

2. Be clear in your own mind about what you expect from the child, and make this very clear to the child.

3. See that the child does the proper thing. Be firm and follow through. Don't just "forget the whole thing."

4. Let the child learn from experience.

Things To Do:

1. After explaining a specific rule to a young child, ask the child to tell you what the rule means and what s/he thinks s/he is expected to do.

2. Make a list of gifts and treats that would be good rewards for a young child's attempts to be good.

3. Divide class into groups. Each group will write and then act out a skit showing one of the following situations and methods of handling.

   A. A child hitting another child

   B. A child spitting at other children

   C. A parent scolding a child

   D. A child throwing toys

The Physical Setting **Lesson 1**

Objectives:

1. The student will be able to plan and draw a functional and flexible floor plan for a child-care facility designed to fit the needs of the preschooler.

2. The student will be able to list basic supplies and equipment included in the various work areas of a preschool classroom.

Words To Know:

abundant	plentiful, a lot of
encourage	help, support, be favorable to
equipment	items necessary to perform a job
investigate	look at things closely to find out more about them
facility	anything (a building, room, or equipped area) set up for a specific purpose.
flexible	able to bend, adjustable
functional	working well, useful, practical
observe	watch
original	not done before
preschoolers	children before the age of 5; children between the ages of infancy and schoolage.
resource person	a person who agrees to give his or her knowledge and experience in a special field; for example, nurse speaking to a childcare class about a baby's medical needs
sturdy	strong; not easily broken
supplies	needed materials
ventilated	having a supply of fresh air

Information:

As we set up our child-care facility, you will have the chance to put to use all of the information you have learned about children and their relationships with others.

Everyone – students, teachers, resource persons, and parents – will be working together as a team in order to:

1. Promote good relationships between the home, school, and community.
2. Help you gain knowledge about yourself through observing the children in the child-care facility and working with them.
3. Help you develop skills when working with children.
4. Develop an understanding of the difference in interests, abilities, and needs of children of different age levels and backgrounds.
5. Acquire appreciation of the value of play.
6. Gain an understanding of how to help children handle their feelings in acceptable ways.
7. Enjoy and appreciate children!

Now, let's set up our child-care center together. Our facility for children should be planned to encourage and extend the learning and development of the preschoolers. What you do with your space – how it is organized and what is in it – tells a child much about what is expected of her/him and about what s/he may expect from you.

As we design our room, it is important to keep the following points in mind:

1. Materials and equipment should be in good condition and sturdy.
2. Materials used together should be placed together and easy for the child to reach.
3. Room should be properly lit and ventilated.
4. Work areas should not interfere with the traffic path of the children in the room.

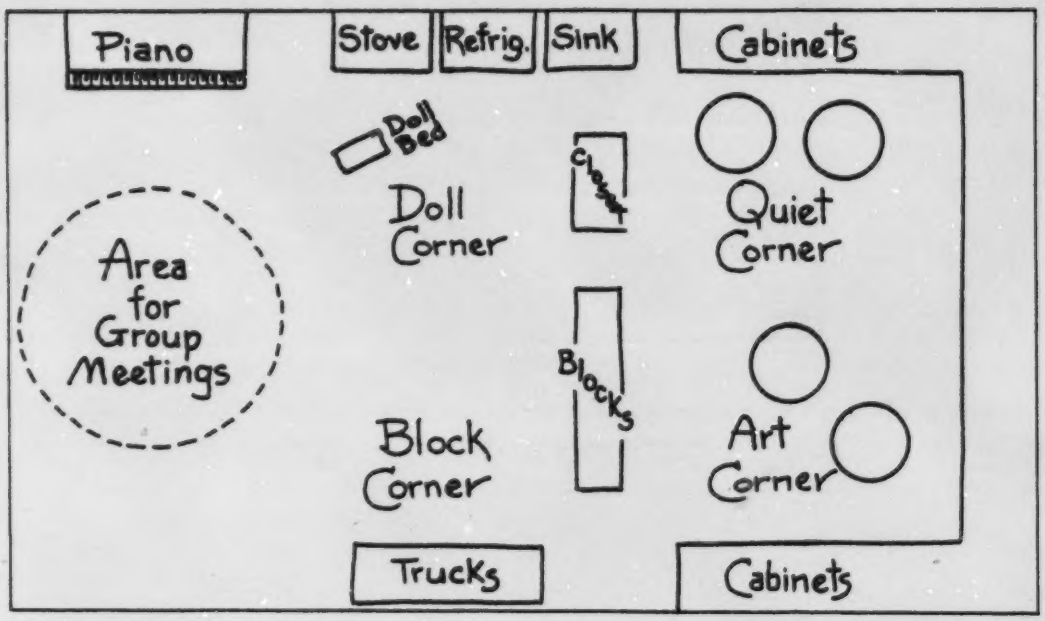
5. Areas for quiet activities should be arranged together and apart from areas for noisy activities.

6. Planning should relate to the children's needs.

7. Rooms should be pleasant and attractive.

8. Children should be able to move about freely and select easily what they want.

Here's a suggestion of one possible way to set up your child-care room:



The following areas are suggested for your room plan:

1. **Housekeeping.** — In this area, child-size furniture and accessories encourage children to play the family roles of father, mother, brother, sister, or baby, and such community roles as garbageman, mailman, policeman, or nurse. Children love to act out real-life situations such as cooking, cleaning, and talking on the telephone. Basic materials in this area include:

child-size stove, sink, refrigerator, and cupboard
dolls and beds
doll carriage
iron and ironing board
small table and chairs
doll bath
utensils and equipment for cooking
clothes for role-playing

2. **Art Corner.** — Art materials are found in this section of the room. Each day, teachers should have paints and a selection of other materials prepared and available to the children.

   Basic materials include:

   - newsprint for painting
   - construction paper
   - drawing paper
   - fingerprint paper
   - paints and containers
   - brushes
   - scissors
   - source of water
   - paste and glue
   - clay
   - easels
   - sponges
   - paper towels
   - crayons
   - water, flour, salt for dough mixtures

3. **Blocks.** — Young children learn through play, and the many learnings through block play make this area one of the most important in your room.

   Basic materials include:

   - unit blocks
   - balance beams
   - work bench and tools
   - human figures
   - hollow building blocks
   - transportation toys
   - stairs
   - farm and zoo animals
   - traffic signs

4. **Quiet Area.** — Should be pleasant and protected from room traffic and noise. Is that part of the room that contains table-activity materials.

   Basic materials include:

   - records and record player
   - games, lotto
   - small cars and trucks
   - graded circles, squares, and triangles
   - puzzles
   - table blocks
   - stack rings
   - peg board and pegs

5. **Open Area.** — Try to leave a large area open for sitting together, reading stories, talking, and music. Possible equipment includes:

   - rug
   - tape recorder
   - piano
   - rhythm instruments

Facilities

Your preschool room should include the following facilities:

1. Facilities for observation of children
2. A place for each child's possessions
3. Toilet and washing facilities
4. Flannel board and bulletin board
5. Large storage closets for daily supplies. These include crayons, paper, etc.
6. Audio-visual equipment
7. Kitchen facilities

Results of Good Planning

When your room arrangement allows independent activity, you will have time to observe and help the children further their individual needs.

Children come to us with their own abundant interests and curiosity. It is our task to encourage them to investigate things in their world. Are we giving them this chance? Now is the time to encourage, not turn off children's interest in learning. It will never be so strong again.

Things To Do:

1. Visit a nearby preschool. Carefully observe the room arrangement and equipment. Draw a sketch of the room layout. List as many materials and pieces of equipment that you can see. (See appendix for preschool observation form.)

2. Plan and draw an original floor plan for a preschool classroom. Explain the reasons for setting up the room as you did.

3. Arrange to use the equipment and materials in a preschool at a time when the children are not present. Write an essay on what materials you used and how you felt while using them.

4. Construct a toy or a piece of equipment that can be used in your preschool. Keep a record of the cost and the time involved in putting the item together. Visit a local store and price a commercially produced item similar to the one you constructed. Report your findings to your class.

Planning Our Program — Lesson 2

Objectives:

1. The student will be able to plan a schedule of activities for a day for a preschool.
2. The student will be able to name the four main work areas of a preschool classroom.

Words To Know:

available	that can be used
manipulative	having to do with the use of the hands
opportunity	a chance to do something that will help someone
pediatric	relating to children
rotate	change the order; take turns
responsibility	something that a particular person is expected to do
rigid	stiff, not flexible
schedule	a timetable; a plan

Information:

You will be given the opportunity to work in our child-care facility for one month at some time during the year. The rest of the school year you will be assigned to work as a teacher's aide in a nearby elementary school, nursery school, or pediatric section of a hospital. This will be arranged on a rotating basis, so that you will work in several different places.

By working in these various places, you will have the opportunity to observe people employed in different child-care jobs, such as nursery-school teachers, teacher's aides, nurses, pediatricians, school nurses, and social workers. You will gain first-hand information as to what the jobs involve.

Planning for Your Preschool

There are many important things that must be done when planning for our preschool. Among them are:

1. Find out the number of students that can be taken care of at one time in the facility.
2. Check to see if the facility meets health standards.
3. Make sure all equipment is safe and in good condition.
4. Make up information sheets for parents.
5. Plan a basic schedule for the class period.
6. Plan a variety of experiences for the children.
7. Decide how to handle behavior problems in the class.
8. Divide daily responsibilities among all class members.

Setting Up a Schedule

The basis for learning on the preschool level is *activity*. You should plan your program so that it provides a wide range of choices of activities for the children. Although you plan and provide materials and time, it is better not to have a plan that is too rigid. Let the children show their preference for different activities.

Below you will see a sample schedule for a half-day preschool program. Schedules vary, but they all should include activities related to:

A. The arts (music, art, dance)
B. Pre-math
C. Language
D. Pre-science

These areas will be discussed in the next lesson.

Sample Schedule

8:45 – 9:00 Arrival. – Children may look through books or work with manipulative materials.

9:00 – 9:20 Group time. – Sit and plan the day with all the children. You may describe the activities that will be available. Take attendance. A sharing period on a variety of topics could take place.

9:20 – 10:10 Activity period. – The children have a choice of activities, and they may change from one to another during the time. All activities are under teacher's guidance, even though s/he may be working with a single child or small group at a time.

10:10 – 10:30 Clean-up, snack, and rest

10:30 – 11:00 Music and story time. – This activity involves the whole class. Group singing, rhythmic activities, or stories told by the teacher or children are some suggestions.

11:00 – 11:20 Outdoor activity time if weather permits.

11:20 – 11:40 Preparation for dismissal and dismissal.

Things To Do:

1. Each student will plan a complete (one-day) schedule for a half-day preschool. The schedule will explain what is to be going on all during class time. Students will share and discuss their schedules with the rest of the class.

2. The class (all together) will write an information sheet to parents, explaining what the preschool is, how it is run, and what its goals are for the children who attend.

3. Discuss as a group all the work to be done before the children arrive, while the children are there, and after they leave (for example, supervision, planning, clean-up). Discuss ways of sharing these responsibilities, and set up a workable schedule for the class.

Pre-Science **Lesson 3**

Objective: The students will be able to plan and carry out two activities in pre-science suitable for preschool children.

Words To Know:

evaporate	to go off into the air as vapor
experiment	try to do something in order to learn
investigate	to search, to inquire
property	a quality that a certain thing has; for example, soap has the properties of being slippery, lathering in water, and removing dirt.
stimulate	to arouse, start, increase
water vapor	water in the air in the form of an invisible gas

Information:

Young children are always exploring the world around them. Experiences in pre-science help the child to:

1. Gain knowledge about the physical world.
2. Become aware of the properties of objects.
3. Develop skills to investigate and understand simple ideas in science.

When teaching pre-science you should:

1. Give children the opportunity to explore and experiment on their own.
2. Provide interesting materials.
3. Ask questions which stimulate thinking.

Below are three different pre-science projects that may suggest the types of activities you might plan.

1. Purpose To show that some plants will grow from pieces of roots.

Materials Carrots, sweet potato,* onion, jars, toothpicks, saucer, and water.

Procedure
1. Cut off the carrot tops (about an inch) and place them in the saucer of water.
2. Suspend the sweet potato with toothpicks over the water in a jar so one end just touches the water.
3. Place the onion over a jar of water in the same way, with the root end just touching the water.

Observation The carrot top, sweet potato, and onion will begin to grow leaves; the sweet potato and onion will also grow roots.

Conclusion Some roots will grow into plants.

2. Purpose To show why it rains and how we can make rain.

Materials Saucepan partially filled with boiling water and the lid of the pan or a plate.

Procedure Keep the water boiling in the saucepan. Hold the lid or the plate over the pan, but not on it.

Observation First a thin film of moisture covers the plate or lid. As more steam hits the cool lid, tiny drops of water form on the lid and fall back into the pan.

Conclusion When water is heated, it evaporates and becomes water vapor. When cooled, it becomes water again. The water drops are like rain that falls. This is just how we get rain. Water vapor in the air rises and gets cooled. It becomes water again. Many light, very tiny drops of water make up a cloud. When the drops get big and heavy enough, they fall to the ground, and we get rain.

* The sweet potato must not have been dried by heat; either use one already sprouting, or check with the food dealer.

#3. Purpose To show how plants get their food.

Materials Growing plants, celery stalks, red food coloring

Procedure and Observation
1. Dissolve some red food coloring in a glass of water.
2. Put a celery stalk into the water. In a few hours, the leaves turn red.
3. Cut across the stem of the celery stalk. The red spots are the veins, which carried the water up to the leaves.
4. Observe the root systems of other growing plants.

Conclusion Plants carry food dissolved in water, from the ground up through the roots and veins.

The Arts — Lesson 4

Objective: The student will be able to plan and carry out two activities in the arts suitable for preschool children.

Words To Know:

encourage	help, support, stimulate
mood	a feeling
respond	react; act in answer to something

Information:

A young child spends a great part of the day involved in activities which stir his/her emotions. These activities include the visual arts, music, dance, and dramatic play. The teacher's role when working in the arts is to encourage self-discovery. This will best be achieved if you have definite goals in mind and a wide variety of materials and tasks.

Below are some sample activities related to the arts which may be used on the preschool level. Use these as a guide when making your own plans for art activities.

Art

1. **String pictures.** – Dip yarn or string in a mixture of paint and white glue; then make designs on colored paper.

2. **Sewing cards.** — Cut pieces of cardboard into various shapes. Punch holes about an inch apart around the edges. Stiffen the ends of a string, yarn, or shoelace by wrapping with cellophane tape. Have the children lace in and out of the holes.

3. **Play-dough recipe.** — Mix 3 cups of flour with ¼ cup of salt. Gradually add 1 cup of water with coloring and 1 tablespoon of oil. Add more water if too stiff; more flour if too sticky.

Music

#1. Purpose — To respond to the mood of a song.

Materials — Piano or guitar or records and record player

Procedure
a. Ask children to listen carefully to the song and move to the music if they want to.
b. Play various songs, each with a different mood — happy, sad, scary.
c. After each song ask the children how the music made them feel. Do they know another song which makes them feel the same?

#2. Purpose — To learn that different instruments have different sounds.

Materials — Records with a variety of instrumental solos; pictures of people playing those instruments

Procedure
a. Show a picture of someone playing a violin.
b. Play a record with a violin solo.
c. Play a trumpet solo for constrast; show a picture.
d. Show the children how to pretend they are playing a violin.
e. If possible, invite a violinist to class to play for the children.

Creative Expression

#1. Purpose — To create stories.

Materials — Paper, felt-tip pens, heavy construction paper, staples, yarn, and paper punch

Procedure
a. Have one child dictate a story to you.
b. Print the story clearly on paper and fold into a book shape.
c. Let the child draw pictures in the book to go along with the story.
d. Read the child's story to the other children.

#2. Puppets

Use a small paper bag with a face drawn on it. Make a hole for the mouth so the child can poke his fingers through for a "tongue." Two fingers can be the "ears."

#3. Purpose To learn to relax.

Materials A rag doll and a record of slow music

Procedure a. Have children sit on the floor around you.

b. Hold the rag doll with both hands and show the children how limp it is. Shake it gently to show how its arms, legs, and head hang loosely.

c. Have children shake their hands and arms and let them hang limp. Have them do the same with their bodies and heads.

d. Play a record of slow music and have the children move around the room as if they were rag dolls.

Pre-Math **Lesson 5**

Objective: The student will be able to plan and carry out two activities in pre-math suitable for preschoolers.

Words To Know:

cardinal numbers	counting numbers, for example, 1, 2, 3, 4, 5, 6, etc.
concept	an idea; the general meaning drawn from a number of particular instances
horizontally	in a flat direction from left to right (↔)
geometric	consisting of straight lines, circles, triangles, etc.
random	by chance, without a plan or design
vertically	in an upright direction, straight up and down (↕)

Information:

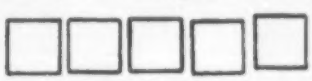
It is not necessary to sit a young child down and "teach math" at a certain time each day. The child learns math concepts from many of the daily activities. For instance, numbers are parts of songs, and numbers are on a clock face, which is in the form of a circle. *Do not assume* that the child understands math concepts. A child may be able to count up to 10, but if you place five objects in front of this child and tell him/her to count them, he/she may still count to 10.

Below are three sample pre-math activities to help you in your planning.

#1. Purpose To learn the names of the cardinal (counting) numbers.

Materials Flannel board with 5 pieces of cardboard of uniform size and shape.

Procedure a. Have objects arranged horizontally.

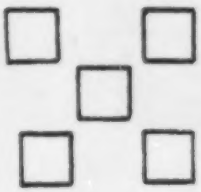


Count 1, 2, 3, 4, 5 with children.

b. Rearrange vertically.

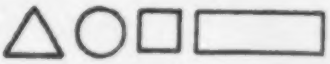
Count again. 1, 2, 3, 4, 5.

c. Rearrange objects:



Count again (left to right) 1, 2, 3, 4, 5.

#2. Purpose To recognize geometric forms cut from construction paper.



Materials Two sets of the above forms, each a few inches wide; paper clip attached to one of each form, a "fishing" pole (dowel), a magnet attached to pole with string.

Procedure
a. Spread forms on the floor.
b. Hold up a shape and ask child to "fish" for a shape that matches.
c. Let child fish for shape; when child finds it, ask the name of the shape.
d. Hold up another shape and ask another child to fish for that shape. Repeat until each child has had a chance to fish.

#3. Purpose To realize the concepts of "more than" and "fewer than."

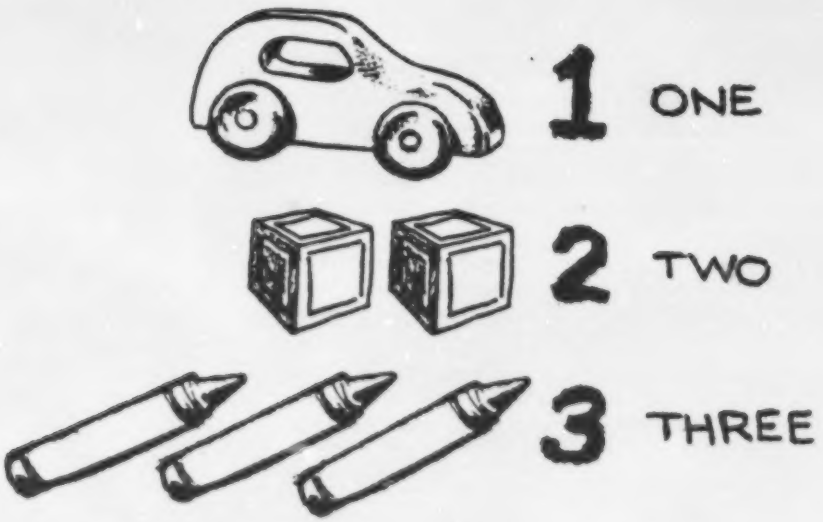
Materials Collection of buttons or similar objects, all uniform in color, shape and size.

Procedure
a. Place four buttons on a table in random design.
b. Have children look at the buttons and count them.
c. Have children close their eyes while the teacher takes away one button.

d. Have children open their eyes and tell if there are *more* or *fewer* buttons than before.

e. Begin at a level where the children can succeed. Place buttons in a straight line for those who become confused with random design.

f. Increase in difficulty by using more buttons and removing varying numbers. At times leave the same number.



Language **Lesson 6**

Objective: The student will be able to plan and carry out two activities in language development suitable for preschoolers.

Words To Know:

abstract	thought of as an idea, apart from any particular thing. For example, sugar and honey are *things; sweetness* is an abstract quality.
competent	able, capable, skillful
concept	idea; a general meaning drawn from a number of particular instances
environment	surroundings
perception	becoming aware of something (through seeing, hearing, feeling, etc.)
verbal	having to do with words
verbalize	express in words

Information:

A rich and varied language environment helps the child become more competent in language ability. The use of familiar objects is most effective in introducing a skill or concept for the first time. Later children can work with pictures, and later still with abstract ideas.

Language in the preschool is divided into five sections:

1. Verbalizing: speaking, telling what you see
2. Prewriting: use of writing materials
3. Auditory perception and memory: hearing and remembering
4. Prereading: seeing and remembering
5. Conceptualizing: learning ideas (for example, hot and cold)

Suggested language activities

1. **Verbalizing** – To understand the concept of action words.

Materials — Action pictures mounted on cardboard squares.

Procedure

a. Hold up a picture and ask one child what is happening.

b. Say:

> Tell me about the picture.
> Who is doing the action and is he enjoying it?
> What do you think happened before this, and what might happen next?

c. Record the child's answers and read them back to him.

d. Repeat this procedure for each child.

e. Later, display the pictures with the children's answers.

2. **Prewriting** – To learn to follow a pattern and change direction.

Materials — Self-sticking colored "dots" or circles, a felt-tip pen, crayons or colored pencils, and a large sheet of paper.

Procedure

a. Play the game "Dot-to-Dot."

b. Place a dot on the paper and ask the child to put his pen on the dot.

c. Place another dot a short distance away.

d. Have the child draw a line from the first dot to the second.

e. Continue to place dots so the child must make lines going in different directions.

f. Increase the length of the lines and the difficulty of pattern as the child becomes more able.

3. **Auditory Perception and Memory** – To practice beginning sounds of words.

Materials — Shoe boxes and toys that children know

Procedure

a. Print one letter of the alphabet on the end of each shoe box. Paste a picture of an object beginning with that letter next to the letter. Place objects beginning with that letter in the box.

b. Place one shoe box on a table. Let children look at and name the objects in the box.

c. Pass the box around and let each child take an object and name it.

d. When the child answers, repeat the answer to the class. Have class repeat and then collect objects.

e. If a child cannot name an object, say: "Show everyone your object. Can anyone name it?"

f. When all objects are collected, hold up each one and ask:

What is this?
Did you hear anything special about the names of these things?
Who can tell me the name of the letter on the shoe box?

g. Bring out another shoe box with a different letter on it. Repeat the procedure.

h. Mix the objects from both boxes. Let each child pick an object, name it, and place it in the proper box.

4. **Prereading** – (Visual perception and memory) – To recall members of a group of objects.

Materials — A collection of objects and various kinds of fruits.

Proecdure

a. Line up the first group of objects. Ask children to name the objects.

b. Ask children to cover their eyes while you take away two objects.

c. Ask who can tell what was taken away.

d. Do the same using fruits.

e. After playing awhile, ask if it was easier to remember which of the fruits was missing or which object was missing.

5. **Conceptualizing** – To learn concepts of fast and slow.

Materials — Pictures of things that go fast (airplane, train) and pictures of things that go slow (turtle).

Procedure

a. Show pictures of things that go fast.

b. Talk about why people use them.

c. Show pictures of things that go slow.

d. Talk about why some things are slow.

e. Find things in the classroom that go slow or fast.

Sample Activities

1. Butter

Materials — Whipping cream, salt, crackers

Procedure
a. Shake whipping cream in jars until butter is formed.
b. Rinse with water and press out excess milk with a spoon.
c. Salt to taste. Spread on crackers and serve.

2. Applesauce

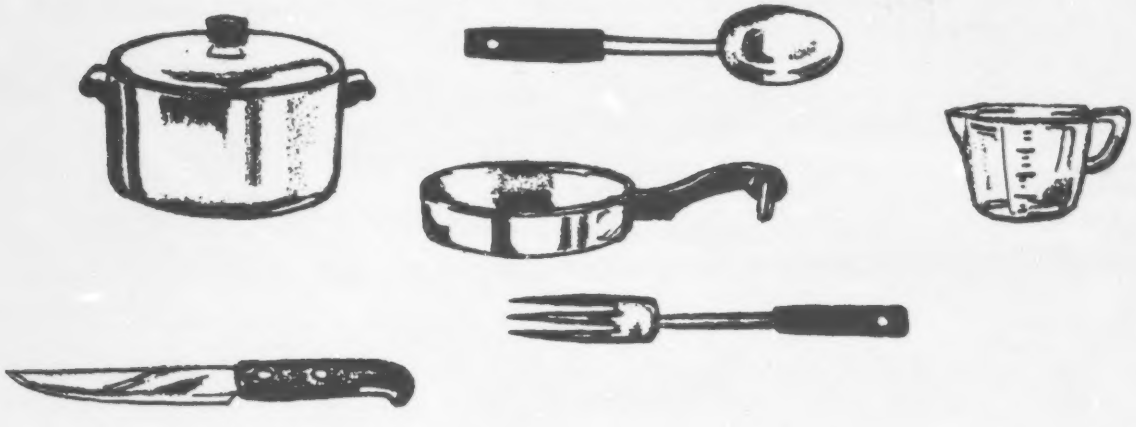
Materials — 6 apples, 1¼ cups water, cinnamon, pot with lid, parer, knife, apple corer, and stove or hot plate.

Procedure
a. Let children help peel, core, and slice the apples.
b. Cover and cook the apples in water until tender, about 20-30 minutes.
c. Add cinnamon to taste and serve.

3. Popcorn

Materials — Popcorn, oil, salt, melted butter, and electric corn popper

Procedure
a. Pour about ¼ cup oil into electric corn popper. (The kind with a transparent top is best, so the children can watch the corn pop.)
b. Add popcorn and cook.
c. Salt to taste and serve.
d. Explain that this corn is grown just for popping, and that it is different from corn on the cob. Each kernel of popcorn has moisture in it; when heated, the moisture turns to steam and causes the kernel to pop!



Cooking **Lesson 7**

Objective: The student will be able to plan and carry out two activities suitable for preschoolers in the area of cooking.

Words To Know:

core	the center of an apple or another piece of fruit
excess	too much of something
kernel	a grain or a seed
moisture	a small amount of water
transparent	easily seen through

Information:

Cooking in the preschool can be used to teach many things. It is exciting, it gives children the opportunity to do things adults do (making them feel important), and it helps them achieve a sense of accomplishment. Cooking experiences enable the child to:

1. See how food changes when cooked.
2. Smell various foods.
3. Feel the textures of foods.
4. Hear the sounds of foods.
5. Learn about weights and measures.
6. Learn to use proper tools.
7. Learn to follow instructions.
8. Learn to cooperate.
9. Learn about different types of foods.
10. Learn about good nutrition.

Some tips to remember when cooking with preschoolers are:

A. Use low work tables.
B. Have enough tools and utensils for the children.
C. Limit the number of children so that each child can participate.
D. Do not let children stand on chairs to reach the stove.

The Family's Influence on the Child — Lesson 1

Objectives:

1. The student will be able to list and explain five effects a poor family relationship will have on a child.
2. The student will be able to list five ways to improve a poor family relationship.

Words To Know:

aggressive	being the first to argue or fight; "picking" fights
confidence	belief in one's own ability
defeatist	expecting to lose or fail
dependent	relying a lot on some person for support and help
experience	to live through, have happen, feel
inadequacy	being not as good or capable as expected to be
influence	to affect or change others
passive	giving in easily to the wishes of others
rebel	to fight back; refuse to obey
relationship	connection with others; how you feel about others and how they feel toward you
resentful	full of hurt; feeling angry at being treated a certain way
self-respect	thinking highly of oneself

Information:

Everyone is a member of a family. The kind of family relationship you have as a child influences the kind of person you are as an adult. A child experiences his/her first close relationships with other people within the family.

There are many kinds of families, and all families are different. Each family plays a very important role in every child's development. If a family loves and values a child, the child tends to feel that s/he is a valuable person. This, in turn, will help the child gain confidence and self-respect. A child tends to become the kind of person that the family expects him/her to become.

Parent-Child Relationships

Most babies have a strong attachment to the parent who looks after their needs most of the time. They are more dependent upon that parent. Later they begin to discover the other parent.

Growing up is not easy. A child has to be taught right from wrong. A child must learn what types of behavior are approved by other people and what sorts of things will bring disapproval or perhaps punishment.

Bringing up a child is not easy either. The parents must guide the child without causing resentment. The parents must be consistent in their discipline, so that the child knows what to expect. When a child does misbehave, the parent must correct or punish the child, without making him/her feel unloved and unwanted. The parent must be there when needed and, even when tired or unhappy, must make the child feel loved.

If the parent-child relationship gets bad for some reason, most young children try to regain their parents' affection and a sense of security. Most of the time, this is accomplished through attention-getting behavior (as in the case of jealousy of a new baby in the family), imaginary illness, or tattling on other sisters or brothers. No matter how the child goes about winning back his parents' approval and attention, it shows how important they are to him.

Below is a list of effects which a poor family relationship may have on a child. The child may:

1. feel insecure
2. feel unloved
3. develop feelings of inadequacy
4. be resentful toward people
5. rebel against people in authority
6. be emotionally unhappy
7. develop a defeatist attitude
8. be unpopular with other children

A poor family relationship can be very damaging to a child's development. Every effort should be made to improve poor relationships. Some suggestions for improvement are:

1. Don't expect mature behavior from a young child.
2. Make a child feel loved and secure.
3. Teach the child to be understanding of others.
4. Set good examples of family relationships.
5. Show the child how to get along with others.
6. Plan the child's routine to suit her/his level.
7. Make the child realize s/he has a responsibility to the family.

A good family experience can help a child move toward independence and the ability to accept responsibility.

Things To Do:

1. Observe and record a situation in which you saw a parent dealing with a baby and then dealing with an older child. Note any differences in parental behavior (strictness, etc.).

2. Think back to your own childhood and describe your relationship with different members of your family.

3. Divide into groups. Each group will plan, outline and present a short skit showing one of the following situations and methods of dealing with it:

   A. A father and mother arguing in front of a child.

   B. An older brother and younger sister fighting.

   C. A mother who is too busy to answer a child's questions.

   D. A father who accuses a child of doing something bad and decides on a punishment.

   The class will discuss each skit.

Health-Care Needs of Children **Lesson 2**

Objectives:

1. The student will be able to identify four health-care needs of children.
2. The student will be able to list at least five tips for staying healthy.

Words To Know:

abnormal	unusual; very different from ordinary conditions
allergic	unusually sensitive to a particular substance
depressed	very sad, not at all happy
emergency	an unexpected happening, needing immediate action
examine	to look at closely
first aid	treatment for an injury before regular medical aid is available
immunizations	"Shots" or other ways of preventing certain diseases
mental health	condition of the mind
symptoms	signs
technique	a special way to do a particular thing
treatment	act of giving medical care

Information:

Many years ago, a great many infants died because people were not aware of the health-care needs of children. Factors such as poor care of the mother before birth and poor medical care of the child after birth were some causes for the high rates of infant deaths. Today, the infant death rate is much lower than in those "bad old days."

Children have certain health-care needs every day, not just when they are ill. The following is a list of health-care needs of children:

1. All children should be free from disease. Certain diseases have a permanent effect on the child.
2. Children should not have any body injuries, such as cuts, broken bones, etc., left uncared for.
3. A child should enjoy good mental health. A child who is always depressed may have a mental-health problem.
4. The social-emotional health of a child is also important. Children need to feel important and accepted if they are to develop a good self-image.

Checking Health-Care Needs of Children

Parents and doctors can examine a child to find out if health-care needs are being met. Once symptoms of an illness appear, a parent or doctor should examine the child by —

1. Recalling the child's past health or examining the health records.
2. Listening to body sounds such as the heart.
3. Taking the child's temperature.

4. Looking at the child's body. This may help you discover a rash or other abnormal conditions of the skin.

5. Testing parts of the body, such as taking an x-ray or blood test.

Always keep a complete record of a child's serious health problems, and also the child's immunizations against disease.

First Aid

Adults should be familiar with several first-aid treatments in case of accident. Below is a list of several possible emergencies which may arise and their treatment:

1. **Insect bites** – Cold water and ice can reduce swelling and pain. By using tweezers, stingers in the skin can be removed. A few people are allergic to such things as bee stings. If there is a marked reaction of any sort, a doctor should be called immediately.

2. **Burns** – Cool water should be applied to reduce pain and swelling. Grease should never be applied to a burn. Take the child to a doctor for any serious burn.

3. **Choking** – Try to have child cough up the object. If that is not possible you should hold the child upside down and *pat gently* on the back.

   Once in a while a child (or adult) may choke on an object in such a way that s/he cannot make any sound, and may start to turn blue. There is a special technique (the Heimlich technique) for forcing the object out. This technique should be learned.

4. **Swallowing objects** – A child who has swallowed a sharp object should be taken to the doctor. Blunt objects will probably pass through the child's system.

5. **Poisoning** – If a child swallows something that is dangerous (cleaning materials, aspirins, or other pills) call either your doctor or local poison-control number (in telephone book) for instructions.

Staying Healthy

We can help to keep ourselves and children healthy by —

A. Eating a well-balanced diet.

B. Getting enough sleep at night and relaxing during the day from time to time.

C. Keeping ourselves and our homes clean.

D. Visiting a doctor and dentist regularly.

E. Exercising often.

F. Following safety rules.

G. Enjoying ourselves.

Things To Do:

1. Invite a member of the local rescue squad to class to demonstrate various first-aid techniques, including procedures in case of choking.

2. Divide the class into groups. Have each group plan a well-balanced menu for a child for a day.

3. Have class discuss how they would handle the following situations:

   A. A child stung by a bee

   B. A child complaining of a stomach ache

   C. A child who is always depressed

   D. A child who burned a hand

   E. A child with a high temperature

Protecting Our Children **Lesson 3**

Objectives:

1. The student will be able to describe the three types of children who may use the services of a protection agency.
2. The student will be able to discuss four types of protection services offered to troubled children.
3. The student will be able to list five jobs that deal with protecting children.

Words To Know:

abandoned	deserted; left alone
adopt	legally take a child who is not your own to become your own
agency	a group of people who work together to do particular things for people
abuse	to mistreat, treat badly, harm
counsel	to give advice
delinquent	a person who commits illegal acts or fails to do what the law requires
dependent	relying on another for support
diagnose	identify a disease or problem by its symptoms
guardian	a person who takes care of a child but who is not the child's parent
handicapped	suffering from some defect or disadvantage
maladjusted	not having healthy relationships with other people
neglected	not taken care of
orphan	a child whose parents are dead
protect	to keep someone or something safe from harm
rehabilitation	restoring to the original state; for example, learning how to walk with an artificial leg after losing a leg in an accident
residential care	a facility where troubled children live and learn together so that they can fit better into the outside world.

Information:

Children must depend upon adults to protect their bodies, minds, and emotions. Many children receive all the protection they need, but there are some who do not. Adults are responsible for planning protection for the "troubled" child. The protection needs of a child are decided upon through examining the child, gathering information about the situation, and diagnosing the problem.

Troubled Children

There are three categories of troubled children. They are:

1. **Delinquent children.** — These are maladjusted children. They may damage property, steal, or physically harm people. They must learn to change their patterns of behavior.

2. **Neglected children.** — Children who are ignored or neglected by their parents or guardians. They may be beaten, abandoned, not clothed properly, or left hungry at home.

3. **Dependent children.** — Children who are orphans or may have been born without a home.

There are many types of agencies which protect these children.

Child-Welfare Agencies

Child-welfare agencies can help solve the problems of troubled children by ——

A. Arranging adoptions for homeless children.

B. Protecting abused children.

C. Assisting parents.

Adoption Agencies

Adoption agencies protect everyone involved in the adoption of a child. Information is gathered about the children to be adopted and the couple that wants to adopt a child. The couple is visited at home and thoroughly studied. If all is found suitable, a child is placed in their home, and the couple then legally adopts the child.

Rehabilitation and Counseling Programs

Many schools offer programs for handicapped children. The child is taught to overcome or adjust to the handicap. Specially trained people help the child.

Residential Care Programs

Certain schools give both formal education and programs which help children achieve a better self-concept. They help to change troubled children into responsible, productive ones.

Jobs in Protection Services

There are many jobs in this area of child care. Among them are:

1. **Social workers.** – Give personal assistance. They are given the responsibility of helping a particular child. They examine the situation, study all information gathered, and advise the family.

2. **Case aides.** – Help social workers gather information. They organize the information to help the social worker understand each case.

3. **Homemaker's aides.** – Are sent to homes to assist the parents so that they can give their children the proper care. They may help to teach parents how to plan well-balanced meals, or manage money wisely.

4. **Psychologists.** – Can help children with social or emotional problems by interviewing and testing.

5. **Physical therapists.** – Help children deal with handicaps of the body.

Things To Do:

1. Invite a social worker to class to discuss this job.

2. Cut out newspaper articles dealing with cases of abused children. Bring to class and discuss possible solutions for each case.

3. Match the agencies in column A with their function listed in Column B. Place the letter of the function next to the name of each agency or service.

Column A	Column B
_____ 1. Public health dept.	A. Sends trained people into the home to help the family.
_____ 2. Guidance clinic	B. Offers recreational facilities to all members of a family.
_____ 3. Day-care center	C. A professional who helps families handle problems.
_____ 4. Foster home	D. Cares for young children when mothers are unable. Usually supported by community funds.
_____ 5. Homemaker service	E. Cares for children outside their homes on a full-time basis.
_____ 6. Social worker	F. Provides services to people to help keep the community healthy.
_____ 7. Community center	G. Discusses problems with the family and advises them where they can get help.

The Child With Special Needs **Lesson 4**

Objectives:

1. The student will be able to identify at least five different types of children with special needs.

2. The student will be able to explain how to help children with special needs.

Words To Know:

acute	very serious, severe
burden	a heavy load
crisis	an emergency (*plural*, crises)
substitute	one who takes the place of another

Information:

All of us have some difficult situations to face in our lifetimes. As problems pop up, we must keep finding ways of meeting them. There are some children who often have crises and handicaps to face. Some young children in our field-sites may have only one parent, because of death, divorce, or separation. Both parents of other children may work outside of the home, and the child may not have a good parent-substitute to look after him/her. In some cases the at-home parent is ill and unable to care for the child properly. A child may be adopted and feel different from the other children. The family may have more or less money than other families in the community.

Some children you will meet at your field-sites are handicapped physically because of an injury or a serious disease. Some of the children may be sick often. They may be blind or deaf. Some children may be brain-damaged or emotionally ill. These children will not react to situations the way that most children do. Mentally retarded children are unable to learn at the same rate that most children of their age can learn.

Explain the following terms. You can use your own words or find help in the dictionary.

- only child
- one-parent child

- adopted child
- mentally retarded child
- neglected child
- acutely ill child
- deaf child
- blind child
- emotionally disturbed child

It is very important for all these children that you treat them with understanding and respect. Everyone has problems, but these children carry a heavier burden. If by your actions and attitude you can help them grow and develop, you will be helping to lighten their burden.

Things To Do:

1. Contact a local adoption agency and request information on the procedure to be followed for adopting a child. if possible, get a pamphlet from the agency.
2. Take a field trip to a local day-care center. How are they helping to meet the needs of your community?
3. As a class project, have individual children visit and assist, if possible, a class of special-needs students.

TV — Its Effects on Children and Us — Lesson 5

Objective: The student will be able to recognize and question the effects that television has on children and on themselves.

Words To Know:

critic	a person who writes about plays, books, music, pictures, and so on.
distinguish	see the difference between
emotional	having to do with one's feelings (toward people, ideas, and things)
essential	really necessary
fact	a true thing
fantasy	make believe, something existing only in the mind
guidance	help; leading in the proper direction
influence	power to affect the thinking and acting of someone
intellect	the thinking part of the mind; power of knowing and understanding
morbid	gloomy, unhealthy, frightful
passive	not active; not taking part
reality	what actually exists in the real world

Information

For a long time we have known that television plays an important part in the lives of children. It has only been within the past few years that we have begun to understand just how much influence the television has on youngsters. In fact, most children spend more time watching TV than on any other single activity except sleep! Television sets in homes with preschool children are on about 54 hours a week. In one study, children under 5 years of age were found to watch TV an average of 3 to 4 hours a day! Children in the lower grades were found to watch between 15 and 25 hours a week, older children about 28 hours a week, and high school students about 12 to 14 hours.

By the time a child graduates from high school, she or he will have spent an average of 15,000 hours watching television – compared to 11,000 hours in school! The youngster will have been exposed to 15,000 deaths, most of which were violent! What are and what will be the effects of this exposure to television?

Many professionals who work with children daily – teachers, pediatricians, child psychiatrists – are aware of the amount of television children watch. Although there is no general agreement among the experts about whether watching TV is good or bad for children, many are concerned about its effects: the physical and emotional effects of sitting passively for long periods of time, and the emotional effects of the kinds of programs watched.

Nursery school teachers and you know that young children need to learn by doing a variety of things. A good preschool will provide building blocks, puzzles, containers to open and shut and fill and empty. There will be materials to mess with, like water, play dough, clay, and paint, and dolls and animals for young children to spank, wash, dry, dress, soothe, and cuddle. When young children spend a great deal of their time watching television, they lose an irreplaceable opportuntiy to learn the essential tasks for their age.

Many young children are practically forced into bad TV habits by their parents. When a parent wants some time alone or has been tired out by a curious and enthusiastic child, it is easy to say, "Why don't you go and watch TV for a while?" Some parents offer extended viewing hours as a reward, others take this away as punishment.

Too much television is bad for a child, and, for that matter, too much of anything is bad for anybody. Television does have some fascinating programs to offer, but it is necessary for a parent to provide guidelines. A child needs help to select programs that will help him or her to grow emotionally and intellectually.

One of the most important lessons a child must learn is to distinguish between reality and fantasy. For too many children, television is part of the real world. They need guidance as they realize that not everything that is shown on their TV is "real." They are often confused by what they see on TV, and it is necessary for adults to be around to answer their questions.

The National Association for Better Broadcasting has established standards for evaluating a television program. The chart below summarizes these standards.

Standard	Desirable — if:	Undesirable — if:
1. Does it appeal to the audience for whom intended?	It gives information and/or entertainment related to real-life situations or interests.	It is dull, boring, or exaggerated beyond believability.
2. Does it meet people's needs for action and entertainment?	It includes wholesome adventure, humor, fantasy or suspense.	There is unnecessary morbid emphasis on cruelty and violence.
3. Does it add to one's understanding and appreciation of oneself, others, and the world?	It is informative, sincere, fair to races and religions.	It arouses prejudice or leads to judgments based on emotions rather than accurate facts.
4. Does it encourage worthwhile values and ideals?	It promotes respect for law, decency, and service.	It glamorizes crime, greed, and cruelty.
5. Does the program stimulate worthwhile, constructive activities?	It promotes interests, skills, and hobbies. It encourages desire to learn more.	It supplies details of thefts, robberies, and other crimes.
6. Does it have artistic qualities?	It is a skillful production as to music, script, acting, and art work.	It is a poorly done job — confusing and hard to follow.
7. Are the commercials acceptable?	They are presented with good taste.	They are too loud, too many, or in poor taste in content.

Additional Standards Applied Specifically to Children's Programs:

1. Crime is never suitable as a major theme of a program for children.
2. There should be prompt relief from suspense, and the program should avoid too much stress or fear.
3. A clear distinction should be made between fantasy and fact.

Things To Do:

1. Now you can be a critic. Choose some specific children's programs to watch and write down your criticisms and ratings for them. Below is a suggested rating chart.

Program Rating Chart

Name of program and channel it is on	Length of program and number of commercials	Description of program

Would you rate this show Good – Okay – Poor? Record any comments.

Report your findings back to class.

2. Imagine that someone gave you half an hour of TV time. With some of your other classmates, produce your own program for children's educational television. Present your "show" to the class.

3. Answer the following questions related to TV commercials:

   A. How do you feel about advertising to children?

   B. Can you think of ways to help young children understand about ads on TV?

   C. Does anything bother you about some of the ads you see?

   D. What do you like about ads on television?

   E. How many commercials do you think should be shown in one hour of TV time?

Applying for a Job — Lesson 1

Objectives:

1. The student will be able to describe at least five ways of going about finding a job.
2. The student will be able to write a proper letter requesting a job interview.
3. The student will be able to correctly fill out a sample job application form.

Words To Know:

ability	what you are able to do
application form	the form that you fill out to get a job
appointment	a time to meet with someone or to be somewhere
employee	a person who works for another person for pay
employer	a person for whom others work for pay
goal	aim in life, what you want to do and be
interview	a personal meeting with an employer or personnel manager
job openings	working positions that are not filled
personnel manager	the person in a company who does the hiring
reference	a person who would tell that you are a good, honest person

Information:

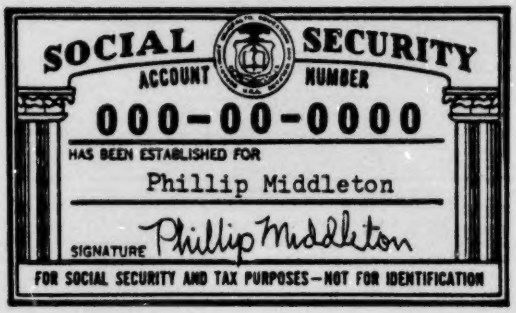
There are many different types of jobs. Before you select a job or career, you should think about your goals and abilities. When you have found a job that interests you, find out as much as you can about it.

Getting Ready To Work

Before you apply for a job you should have:

A. **Birth certificate.** — It shows that you are old enough to work. If you do not have one, write or go to the health department office in the county where you were born.

B. **Social security number.**— Everyone who works must have one. You must fill out an application and send it to the Social Security Administration Office near you, in order to get your social security card. This is yours for the rest of your life. No one else has your number.


SOCIAL SECURITY
ACCOUNT NUMBER
000-00-0000
HAS BEEN ESTABLISHED FOR
Phillip Middleton
SIGNATURE Phillip Middleton
FOR SOCIAL SECURITY AND TAX PURPOSES—NOT FOR IDENTIFICATION

ID: CN: DO:

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

Form Approved OMB No. 72-R0571 No social security number may be issued unless this form is completed (CFR Title XXVI Sec. 31.6011(b)-2)

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—if none, draw line ____) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "Yes" Print State in which you applied and Date you applied and Social Security Number if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both

Sign YOUR NAME HERE (Do Not Print)

DHEW, Social Security Administration
Form SS-5 (1-76)

☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

C. **Work permit.** — If you are under 18, you must get working papers. You can get the form to fill out from school officials.

Finding a Job

There are many ways to go about finding a job:

A. **Word of mouth.** — Ask people you know, such as relatives or teachers.

B. **Signs.** — You may see signs posted in stores, factories, or restaurants.

C. **Employment agencies.** — These list many jobs and try to place you in the right job. Some agencies are run by the state, and others are private. A private agency may charge you a fee for placing you in a job.

D. **Newspaper ads.** — Look through the Help Wanted section of a newspaper.

E. **Radio and television.** — Some employers advertise job openings on the radio or television.

F. **Telephone book.** — If you are interested in a specific job, you can look up the store, factory, or agency in the phone book and then either call or write to inquire about job openings.

Applying for a Job

Before you can get a job, you must talk to the person who does the hiring. This can be done by telephoning or writing to set up an interview. A letter to the person responsible for hiring should ——

1. Tell who you are.
2. Tell the kind of job you are looking for.
3. Be typed or written clearly in ink.
4. Be on standard-size white paper.
5. Be brief and businesslike.
6. Be addressed to the personnel manager by name.
7. Describe your training and/or experience.
8. Ask for an appointment for an interview.

When *calling* to arrange for an interview you should——

1. Speak clearly.
2. Give your name and tell what you are interested in, as briefly as possible.
3. Be polite.

Application Forms

After you have made an appointment for an interview, the next thing you will have to do is fill out an application form. The form will ask for your name, address,

telephone number, and social security number. Some other items which may be included on the form are——

A. The kinds of work you have done and where you have done them.

B. Your education and training.

C. Your hobbies.

D. Names of people who know you personally.

After filling out an application form neatly and completely, check it over to see if everything is correct. The next step is your job interview. Good luck!

Things To Do:

1. Look through the Help Wanted section of a newspaper. Cut out a job listing which interests you. Write a letter responding to the ad, requesting an appointment for an interview.

2. Your teacher will obtain some job application forms for the class. Fill out the application as if you were seriously applying for the job.

3. Invite someone from an employment agency to class to discuss how to find a job and what you should know about applying for jobs.

Going for Your Interview — Lesson 2

Objectives:

1. The student will be able to demonstrate the proper way to look and act on a job interview.
2. The student will be able to write a letter of appreciation to an interviewer.

Words To Know:

appearance	the way you look and dress
appreciation	being grateful; valuing highly
impression	an effect produced on a person
interview	a talk with an employer about a job opening
interviewer	the person who talks with you about a job
manners	the way you act, whether polite or rude

Information:

The day has come for your job interview. A great part of getting the job you applied for depends on how you look and act during the interview. The person who interviews you will probably ask many questions in order to learn more about you.

Appearance

You should try to make a good impression on the person interviewing you by your appearance. Clothes should be clean and pressed. Your hands, face, and nails should be clean. Hair should be neat and combed. You should dress according to the type of job you are applying for. For instance, if you are applying for an office job, do not go for an interview wearing jeans. Never wear fancy or party-type clothing.

Manners

The way you act at the interview will greatly influence the person who is hiring. Some tips to remember when going for an interview:

1. Be on time.
2. Be polite.
3. Wait to be asked before sitting down.
4. Keep your hands still – try to relax.
5. Do not eat, smoke, or chew gum.
6. Speak clearly and answer all questions.
7. Ask questions if you do not understand something.
8. Look at the interviewer when s/he talks to you.
9. Thank the interviewer at the end of the interview.

After the interview you should write a letter to the person who interviewed you to show your appreciation. You can also use the letter to try to "sell" yourself a little more. The following is a sample letter:

1223 Elm Road
New Brunswick, N.J. 08901
April 4, 19—

Ms. Mary O'Brien
Best Insurance Company
95 Cedar Street
New York, N.Y. 10018

Dear Ms. O'Brien:

Thank you very much for this morning's interview. The more I learned about your company, the more I wanted to work there.

If I am hired, I feel certain that I will do a good job.

Sincerely yours,
Raymond Nunez
Raymond Nunez

Things To Do:

1. Divide the class into pairs. One person in each group will be the interviewer, and the other, a person being interviewed. Rehearse and act out a short interview scene. Describe your appearance before going for the interview.

2. Compose an original letter of appreciation which could be sent to an interviewer after an interview.

3. *True-False.* – If the statement is true, place a *T* in front of it; if false, place an *F* in front of it and change the word or words which make it false.

   _____ a. You should wear a lot of jewelry and flashy clothes to impress the interviewer.

   _____ b. Always be on time for an interview.

   _____ c. Keep talking at an interview, so the interviewer will know what a friendly person you are.

   _____ d. To calm your nerves, chew gum at the interview.

   _____ e. Show that you are at ease by glancing at the walls or ceiling when the interviewer is talking to you.

   _____ f. If you do not understand something about the job, ask questions.

   _____ g. You should try to relax and "sell yourself" at the interview.

   _____ h. When asked to come in for the interview, sit down as soon as you enter the office.

   _____ i. If you do not know the answer to a question you were asked, be truthful and say so.

   _____ j. You are judged on your speech and actions at the interview.

You on the Job at Your Field-Site — Lesson 3

Objectivess: The student will be able to list at least five practices which should be followed while on the job at his or her field-site.

Words To Know:

aware	having knowledge about something
field-site	a place where you will work as a child-care aide (for example, elementary school, day-care center, or hospital)
insecure	not sure, uncertain
opportunity	a happy or favorable chance
pattern	an orderly arrangement
practice	a way of doing things
typical	usual type or kind

Information:

Up to now you have learned about various child-care career opportunities, certain steps in child development, and some techniques for working with children.

From now on, you will work "in the field" as well as at school. You will be spending part of each week with your regular course teacher, to further explore such areas as: techniques of working with children, the child as a member of a family and of society, entering the world of work, and setting up a child-care facility. For the remainder of the week you will be assigned to work as a teacher's aide at a nearby nursery school, hospital, elementary school, or day-care facility. This will give you a first-hand opportunity to work with young children on a regular basis.

This will be a new experience for you! In a new situation, you will probably not be sure about what to do, and may feel somewhat insecure and uncomfortable. As you get to know the teacher and the students, you will feel more comfortable and at ease.

At your field-site you will be observing and working with children in different situations. This will give you an opportunity to study their behavior and become more aware of the typical patterns of child growth and development which you have been discussing in class.

The following is a list of guides that may help you to participate effectively at your field-site:

1. Always be *on time* and *neatly dressed for work.*
2. Be *friendly* but not too aggressive toward children.
3. Be kind, just, and fair.
4. Be willing to *learn.*
5. Display *confidence* in yourself when suggesting that children do something.
6. Set a good example for the children.
7. Try to see things from the *child's* point of view. Do not expect a small child to act like a grownup.
8. Be *patient* – children need time to develop and improve gradually.
9. Realize that children need *positive* help, such as *praise* for their accomplishments or efforts.
10. Give children an opportunity to express their *feelings.*
11. Be *dependable.*
12. Follow the *rules* of your teacher.

The early years are vital growing years. Help make them more meaningful for "your" children.

Things To Do:

1. Complete the following observation form during your first day at your field-site.
2. Enjoy yourself and good luck!

CHILDREN'S OBSERVATION FORM

Observer _____ Number of children _____ Grade _____

Date _____ Number of adults in classroom _____

School _____ Time of observation: _____ o'clock to _____

Teacher _____

In the first 5 minutes of your observation, sketch a floor plan of the classroom:	What activity was taking place during your visit (reading, drawing, listening to stories, etc.)? Were several activities going on at once? If so, list them all:
List some of the materials and equipment you saw in the classroom:	
What did you like most about the classroom?	
Was there anything you didn't like?	
What did you see that you didn't expect to see?	
If the opportunity arises, spend a few minutes speaking with a child in the class. Briefly record your conversation.	

APPENDIX

Initial Questionnaire for Students

Your Name_____ Age _____ Home room_____

Are there any young children in your home?_____ How many?_____

Do you take care of them?_____ Their ages _____

Have you ever taken care of other people's children? _____

How many?_____ How often? _____

Do you ever have difficulty with any of the following when you are caring for children?

_____ putting them to bed

_____ getting them to eat

_____ settling arguments

_____ getting them to put their toys away

_____ keeping them under control

Have you ever done any of the following?

_____ bathed and dressed a child

_____ diapered a baby

_____ taken a child to the toilet

_____ put a child to bed

_____ prepared food for the child

_____ played a game with a child

_____ read a child a story

_____ settled a children's argument

_____ taught a Sunday school class

_____ prevented a child from being injured

_____ observed a temper tantrum

_____ taught a child a nursery rhyme

List several things you would like to learn in this class.

Describe a problem you have had when you were taking care of a child.

Have you ever thought about a career that relates to children?

What specific career?

List several other careers that you know are related to caring for children.

Why did you choose this course?

FIELD-SITE ACTIVITY-PLANNING FORM

Name _____ Date you plan to present activity _____

Number of children involved _____ Age of children involved _____

1. Describe the activity, knowledge, or skill you plan to teach the class.

2. Outline what you plan to say and do in detail during the activity or lesson. (For example, give instructions to children)

3. Record what the children will say and do, in detail, during the activity or lesson. (For example, watch, cut, measure)

4. List the materials you will need to present your activity. Be specific!

5. Why do you think this is a good activity to do with these children?

6. What difficulties might you or the children have with this activity? List as many possibilities as you can.

7. Select one of these that you think would be likely to come up and suggest ways to handle it.

8. How will you evaluate the activity to determine whether the child has learned?

_____

Field-site teacher's signature of approval for the above activity.

_____

Course teacher's signature of approval for the above activity.

Evaluating Your Teaching Performance

Directions: Check under "Yes" or "No" to answer each question.

	Student		Teacher	
	YES	NO	YES	NO
1. Did you get the children's *attention* and interest as you began to teach the activity or lesson?				
2. Did you show *enthusiasm* as you taught the activity or lesson?				
3. Did you have all the necessary equipment and materials assembled *before* you began?				
4. Did the activity follow a *logical* order?				
5. Did you have a good *knowledge* of what you were teaching?				
6. Did the children have an opportunity to actively *participate*?				
7. Did you *evaluate* how much the children learned?				
8. Did the children improve their knowledge?				
9. Did the children improve their skills?				
10. Were you able to change the children's attitudes?				

Answer the following questions briefly:

1. How would you improve your teaching experience if you were to teach it again?

2. How did you measure the children's learning of the activity? (If appropriate, attach a sample of a child's work.)

Letter to Field-Site Teacher

Dear_____

For the past few months a student from *(name of school)* has been working in your classroom as an aide to you. The information that we are requesting on the enclosed sheets will help us to evaluate ourselves. The students and I would appreciate your returning the questionnaire in the enclosed envelope by *(date)*.

"Working in the World of Children" is a program that offers teenagers preparation for parenthood or career training for working with children. It also helps them to develop a sense of their own identities and a compassionate understanding of their own families. The learning in those areas is seen as growing mainly out of the students' experiences while they are with *you*. Without you, our program would be an ordinary study of child development. The students would not have the opportunity to work with young children on a regular basis.

Thank you for your help and suggestions.

Sincerely yours,

Evaluation by Cooperating Teacher

Name of Student _____ Teacher _____

School _____ Date _____

Please answer yes or no in the spaces provided, or check the statements which best describe your aide.

A. Appearance on the job

_____ sloppy
_____ satisfactory grooming
_____ groomed well for this type of job
Comments: _____

B. Cooperation with the teacher

_____ working seems to be a chore
_____ does assigned duties only
_____ works well with the teacher
_____ helpful and cooperative
_____ does extra assignments
Comments: _____

C. Acceptance of supervision

_____ resents being told what to do
_____ resents criticism
_____ is able to take criticism
_____ welcomes suggestions as a means of improving
_____ acts on your suggestions
_____ attempts to correct mistakes
_____ follows directions well
Comments: _____

D. Dependability

_____ tardy
_____ punctual and rarely absent
_____ slow to begin work
_____ finishes work set out to do
_____ does not complete job
_____ absent often
Comments: _____

E. Work with children

_____ liked by most of the children
_____ relates well to the children
_____ seems suitable for this type of job
_____ able to control the class if left in charge
_____ able to assist in classroom activities
_____ able to direct or lead the children in some classroom activities

Comments:_____

F. Attitudes in class

_____ pleasant
_____ cheerful
_____ touchy
_____ courteous
_____ bossy
_____ enjoys work
_____ enthusiastic
_____ always ready to work
_____ tense
_____ sensitive to children's needs

Comments:_____

G. Management

_____ careful of supplies and equipment
_____ works slowly – needs help
_____ easily distracted

Comments:_____

On the following scale, how would you mark your aide?

65 – failure
70 – passing work
75 – fair achievement
80 – good quality of achievement
85 – very good quality of achievement
90 – high degree of achievement
95 – superior achievement

Does your aide display any special talents?

Do you have any suggestions as to what should be reinforced with this aide in our classroom?

Please list some of the specific activities and jobs that are done by your aide:

THANK YOU!!!

How Am I Doing?

(This report is to be filled out by the field-site teacher at intervals throughout the period of service and shown to the student aide as an indication of progress.)

Always	Often	Seldom	
			I am present in my field-site.
			I am on time.
			I am interested in my work.
			Equipment and materials cost money so I am careful using them.
			I care about doing the best possible job.
			I put the effort into actually doing the best possible job.
			I choose projects which I am able to do and can finish in the time given.
			I show an interest in the children's activities.
			I am willing to do my share of the work.
			I do what needs to be done without being asked.
			I cooperate with my field-site teacher.
			I am able to control my emotions, actions, and feelings.
			I can accept blame for my mistakes.
			I know I am still learning, so I try to accept criticism with good spirit.
			I can accept a different point of view.
			I have a sense of humor.
			I am genuinely interested in children.
			I respect each child as an individual.
			I care for the child even when I don't care for the behavior.
			I do not expect behavior beyond a child's age level.
			I set a good example of behavior for the children to follow.
			I let the children discover and learn and do for themselves whenever possible.
			I participate in the children's play and activities.

Any further comments – negative or positive – about your aide or the program in general:

What grade would you like your aide to receive so far? Circle one, please:

100 95 90 85 80 75 70 65 60

Thank you for helping us to evaluate ourselves!!!

Answers to Quizzes and Puzzles

Page 3.

a. teacher
b. dietician
c. pediatrician
d. psychologist
e. day-care aide
f. nurse
g. social worker
h. nurse's aide

Pre- and Post-Test (page 4, 5)

1. B
2. E
3. F
4. P
5. M
6. J
7. G
8. D
9. A
10. N
11. C
12. L
13. H
14. O
15. K
16. I

Page 8

1. False
2. True
3. False
4. True
5. True
6. True
7. False
8. False
9. True
10. False

Page 9

1. patient
2. cheerful
3. dependable
4. honest
5. mature
6. prompt
7. calm
8. thrifty
9. neat
10. respectful
11. skillful

Page 12

1. Smell 2. Taste 3. Touch 4. Sight 5. Hearing

Page 18

C, I, D, E, G, F, H, J, M, A, K, B, N, L

Page 22

a. 1-2 weeks
b. 3 weeks
c. 3-4 weeks
d. 5-6 weeks
e. 2-3 months
f. 4-5 months
g. 5-6 months

Page 54, top

a. animals
b. dark
c. falling
d. loud noises
e. strangers
f. being alone

Page 54, bottom, and 55

rain
snow
plants
animals
machines
sun
babies
death
bodies
boys

Page 92

1. F
2. G
3. E
4. D
5. A
6. C
7. B

Page 105

1. False
2. True
3. False
4. False
5. False
6. True
7. True
8. False
9. True
10. True

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University of Chicago Press
5801 Ellis Ave.
Chicago, Illinois 60637

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3615 Wisconsin Ave., N.W.
Washington, D. C. 20402

Parent's Magazine
52 Vanderbilt Ave.
New York, N.Y. 10017

Young Children
National Association for the
Education of Young Children
1834 Connecticut Ave., N.W.
Washington, D. C. 20009

American Home Economics Association
University of Illinois

Early Years

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Children's Bureau
Superintendent of Documents
Washington, D. C.

American Baby

Cooperative Extension Service
Cook College – N.J. Home Economics Publs.
Publications Distribution Center
Cook College
P.O. Box 231
New Brunswick, N.J. 08903

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3615 Wisconsin Ave., N.W.
Washington, D.C., 20016

Office of Child Development
U.S. Dept. of Health Education and Welfare
P.O. Box 1182
Washington, D. C. 20201

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Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Play Schools Association
120 West 57th Street
New York, N.Y. 10019

National Foundation March of Dimes
Box 2000
White Plains, New York 10602

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

American Academy of Pediatrics
1801 Hinnan Ave.
Evanston, Illinois 60204

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Johnson and Johnson
Consumer and Professional Services
501 George Street
New Brunswick, N.J. 08901

Bank Street Publications
69 Bank Street
New York, N.Y. 10014

National Dairy Council
111 No. Canal Street
Chicago, Ill. 60606

Maternity Center Assn.
48 E. 92 Street
New York, N.Y. 10028
"Birth Atlas"

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200 5th Avenue
New York, N.Y. 10010

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132 E. 74St.
New York, N.Y. 10021

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382 Park Avenue
New York, N.Y. 10016

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211 E. Chicago Ave.
Chicago, Illinois 60611

Association Films
866 Third Ave.
New York, N.Y. 10022

McGraw-Hill Book Co.,
Test-Film Dept.
1221 Ave. of Americas
New York, N.Y. 10019

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1834 Connecticut Ave., N.W.
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1251 Ave. of the Americas
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425 N. Michigan Ave.
Chicago, Illinois 60611

Sterling Educational Films, Inc.
241 East 34th Street
New York, N.Y. 10016

Guidance Associates
Pleasantville, N.Y. 10570

Modern Talking Pictures
1212 Ave. of the Americas
New York, N.Y. 10036

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1301 Ave. of the Americas
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55 Chapel Street
Newton, Mass. 02160

Preschool Primary Productions
189 No. Wheeler
Orange, California 92667

3M Company
Visual Products Division
St. Paul, Minnesota

Johnson & Johnson Co.,
New Brunswick, N.J. 08903

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Dept. "F"
52 Vanderbilt Ave.
New York, N.Y. 11017

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